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**ABSTRACT**

Projects are described that emphasize broad-based or comprehensive approaches to educational change, and are the result of a communitywide planning process designed to identify and then address core educational problems. Projects included in this publication are divided into "Changing Schools," which contains descriptions of projects whose primary intent is to alter the organization, norms, curriculum content, or structure of a single institution (generally a school building); "Changing School Systems," which includes projects that address in some way systemwide or multiple-school problems; and "Change Through Dissemination and Training." These projects present several creative approaches for disseminating information on promising educational practices and for helping teachers adopt new materials and instructional techniques. (Photographs will reproduce poorly.) (Author/MLF)

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# **Title III**

## **and**

# **Changing Educational Designs**

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# Title III and Changing Educational Designs



Dr. Inez Eddings  
Member, National Advisory Council

This issue of the *Title III Quarterly* is devoted to projects which emphasize broad-based or comprehensive approaches to educational change. Despite the diversity in approach and emphases, these projects have one element in common. Each is the result of a community-wide planning process which is designed to identify and then address core educational problems.

The range of projects included in this *Quarterly* is testimony to the unique contribution that Title III of the Elementary and Secondary Education Act (ESEA) makes to educational innovation and reform. Amidst the array of state and federal assistance programs, only Title III provides the latitude that allows local groups to devise and obtain financial support for their own solutions to their most pressing educational problems. Not constrained by subject-matter or grade-level specifications, not limited to a particular area of social need, not focused on any specific group of students or school personnel, Title III funds are being used to support a wide variety of imaginative approaches to educational change.

By providing risk capital to local groups contemplating significant changes in their educational systems, Title III serves as an incentive for creative and daring thought. Committed school-people and citizens, frustrated by local fiscal problems and a general resistance to change, can look to Title III support as a means for trying a new approach—even one which may be somewhat unconventional. The availability of Title III funding has stimulated people in many communities to challenge existing practices and assumptions. Much of the progress and hope that have characterized many local school districts over the past seven years undoubtedly can be attributed to the existence of Title III.

For the reader's convenience, the projects included in this publication are divided into three sections:

Part I, "Changing Schools," contains descriptions of projects whose primary intent is to alter the organization, norms, curriculum content, or structure of a single institution, generally a school building. The settings and pro-

gram emphases vary considerably; in fact, one of the projects approaches educational change within the context of a library program rather than that of a school. Nevertheless, each of the programs is concerned with factors that relate to the structure and process of the total institution, not simply to a particular course, a curriculum unit, or a teaching technique that is merely one element of a complex whole.

Part II, "Changing School Systems," includes projects which address in some way system-wide or multiple-school problems. Some of the projects in this section are concerned with restructuring the school calendar; others are designed to reform the total educational system of a particular community, from preschool to postsecondary education. Characteristic of all these projects is a concern for widespread participation in their planning and implementation, a process which leads inevitably to a consideration of a community's basic educational goals.

Part III of the *Quarterly* is entitled "Change through Dissemination and Training." These projects present several creative approaches for disseminating information on promising educational practices and for helping teachers adopt new materials and instructional techniques. Without some effective means of informing teachers and assisting them in trying new methodologies, there is little chance that meaningful change will come about in classrooms.

In its entirety, this issue of the *Title III Quarterly* is about "Changing Educational Designs," with educational change viewed in broad and ambitious terms. With some approaches to educational change focused on a single school, others on a total school system, and still others on dissemination and training programs, there is much to learn from the experience of these programs. The members of the National Advisory Council hope that this *Quarterly* will prove particularly helpful to our readers and that it will stimulate local groups to think deeply about their own educational systems and how they might be improved.

## An Alternative to Dropping Out

*Freedom High School* in New Mexico offers an option within the public school system to young people who seem to require a more flexible, individualized program than is available in the traditional high school. It enrolls students who are likely to drop out of school for reasons of academic failure; personal, social, emotional, or home problems; above-average ability and need for a challenging program involving self-initiative; or necessity for employment with pay.

In 1970, the Assistant Superintendent of the North Area District of the Albuquerque Public Schools read about the Parkway project in Philadelphia, and believed that a similar program was needed in Albuquerque's North Area District. The Superintendent of the North Area, the Area Advisory Council, and the administrative body of the Albuquerque Public Schools combined their efforts to support the idea, and the project was approved and funded jointly by the Albuquerque Public Schools and a Title III grant from the State Department of Education of New Mexico.

In the first year, the program had the following ingredients: 50 potential dropouts, seniors; three certified teachers, enthusiastic, realistic, and willing to gamble; one secretary, mature and with a sense of humor; one building, old and vacant; one directive—"Be creative, be innovative, be enthusiastic, be willing to change course as needed!" These first 50 students named the project "*Freedom High School*" and, not too strangely, they learned by the end of that year that "freedom" is not free.

The students who entered the program in 1970 were selected with the assistance of counselors in each of the three North Area high schools. The three teachers who had agreed to teach in the *Freedom School* interviewed each applicant and selection was based on the following criteria for identifying a potential dropout:

- He or she has had few successes academically, personally, or socially within the school structure;
- He doubts what he is "good at," hence, what he is "good for";
- There has been little positive reinforcement and possibly much negative reinforcement in the academic setting, from his point of view;

- He is normally "turned on," e.g., does at least one thing well, in his own opinion and in the opinion of his peers, outside the school setting—even though the behavior may be antisocial;
- He gives an outward appearance of conforming but inwardly sees himself as pitted against a cruel world;
- He is not necessarily "nice" to people but is "real" with them, sincere from his frame of reference;
- He distrusts, hence cannot openly confide in, adult authority figures, and is therefore isolated from a segment of reality;
- He exhibits lack of adequate reserves of self-esteem and inner discipline, especially under humiliating or trying conditions;
- He is unable to accept adequately school administrative procedures, covert negative attitudes of teachers, etc., and reacts to situations he does not understand in a nonconforming manner;
- He is aware, for the most part, of the above, and is willing to take a risk by participating in a program which offers a change.

Entrance to *Freedom High* follows a definite procedure. The feeder high school sends a counselor referral form to the *Freedom High* staff coordinator and the student referred comes to *Freedom High* for an interview. Staff members discuss with the applicant his reasons for applying, his goals, his past educational difficulties, his family situation, and any other personal problems he may wish to divulge. The interview is friendly and honest. The objective is to have a careful evaluation of student need in order to decide if the *Freedom High* program can possibly be the applicable educational direction for the student. Parents are encouraged to attend the interview and many do.

The *Freedom High* staff coordinator informs the feeder school of acceptance or nonacceptance and the school sends a transcript of the accepted student's credits to date. The feeder schools maintain the cumulative academic record (supplied by *Freedom High*), and the student graduates from his parent school.

In addition to acting as the record-keeping agency, the feeder school makes available to *Freedom High* its counseling department and its library, and in some instances *Freedom High* students may take courses on the feeder school campus.

Each student is personally involved in planning his educational direction in job training, enrichment, and aca-

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This article was written for the Title III Quarterly by Ms. Esther Shumaker, Staff Coordinator, Freedom High School, Albuquerque, New Mexico.

ademic areas. The staff and students believe that learning can and does take place any hour of the day and every day of the week; therefore, credit can be earned for approved activities and performance in the total curriculum of job training, enrichment, or academic areas.

Every eight weeks the staff sets aside time for the evaluation of each student's progress. The student participates in evaluating his progress, with the assistance of two staff members. Student and teachers sit in judgment on his performance, attendance, and the granting of a grade for the course. Involvement in job training or enrichment areas requires written verification from lay teachers or supervisors. The staff checks periodically with supervisors concerning students performance in job training areas and also visits students for on-site observation.

A brief statistical look at the *Freedom High* record is as follows:

Year	Number of Students	Grade Level	Percent Graduating	Number of Teachers	Number of Locations
1970-71	51	12	90	3	1
1971-72	127	12,11,10	92	6	2
1972-73*	179	12,11,10		7 + aide	2

\*January 20, 1973

Statistics and procedures tell only a "paper" story. What is *Freedom High* really like?

Unpredictable! The situation is ever-changing, and expectedly so when one deals with students classified as potential dropouts. Home and personal problems, temporary psychiatric care, loss of a parent, trouble with the law, financial needs, etc., are the type of situations each staff member must be able to handle.

Teaching at *Freedom High* is a job filled with challenge. The staff at *Freedom High* can be classified as being mature, capable, enthusiastic, willing to "roll with the punches," having a sense of humor, being practical and realistic as well as impractical and idealistic! Creativity is the result of staff and students willing to try new and challenging methods for learning. This happens at *Freedom High*. If one method does not work, the staff admits it and changes course. To remain flexible enough to change course as needed requires that the staff keep student needs above the comforts of a planned procedure which may not and cannot be changed.

For the students at *Freedom High*, the experience is one of being in a family-like setting. Someone cares and there is always some one staff member with whom the student can identify and with whom he can talk at any time of day or night.

The greatest change in students, noted by faculty and parents, is in attitude. Attitude changes toward work, family, friends, and authority figures. Attitude changes to-

ward long-range goals and life style. At the present time there is no instrument available which objectively measures attitude changes; however, there is a yearly follow-up study on the graduates of the program. The data from this questionnaire is compiled and used for evaluation and dissemination purposes, and is one way to view the program through the eyes of those who look in retrospect at their experience. It is realized that this is subjective data.

Additional data is obtained from parents as to the attitude changes they have noted in their son/daughter. This data, also subjective, is compiled and studied for evaluation of the effectiveness of the *Freedom High* program at the family level.

Not all is roses and blue sky! A perfect program would be perfectly boring. Indeed the 90+ per cent level of graduates is most gratifying when one views the student type with which the *Freedom High* staff works.

Each year of operation finds changes in the program. The staff believes that the program changes because students change. *Freedom High* starts with the student and works in the broad areas of job training, enrichment, and academics as a base for directing each student. It has been noted in our third year that students in their second year at *Freedom High* may become restless, and a certain number who are well established in jobs-with-pay do opt to take the G.E.D. At this point, 80 per cent of those who have taken the G.E.D. have passed successfully. This desire by students to "get it over with" is a direct result of the responsibility the potential dropout has learned to assume and to channel effectively.

To conclude this brief narrative, we look again at the student, because that is where we began. What would you have done as a student had you been told, "No bells ring here, no one calls to find out why you're absent. We're here to help you to help yourself. There is no guarantee that you'll graduate just because you're in *Freedom High*; the only guarantee we give is that if you do something, you'll get something; if you do nothing, you'll get nothing! The responsibility is yours. We'll help you to plan your educational direction but the responsibility of attainment is yours. You are free to choose, to change course as needed, and free to develop your interests and/or abilities. It's your ball game; you're as much in charge as we who teach here. Learn to use us to help you, learn to depend on yourself. Welcome to *Freedom High*."

We who teach here have seen students "turn on" to living and learning. We also have seen that a small percentage are unable to cope with the freedom to be responsible, and these are our dropouts. We don't win 100 per cent, but we aren't working with sure winners. That is why the record of our students is impressive to us.

*Freedom High* is an alternative—an extension of the feeder school—another chance for the potential dropout.



# The Action Library: An Adventure in Learning

When a young person opens the glass door to Philadelphia's new Action Library he is greeted at the entrance by neighbors and he is confronted with a choice. The neighbors are the teenage and adult community aides who are part of the staff team. The choice is which of many activities to take part in. He may join a film-viewing group and perhaps operate the equipment himself. He may read a book, get tutoring or reading help, play a game, or he may drop down onto a blue mushroom-shaped stool to watch the tropical fish. Professional staff specialists and community aides are present but in this relaxed atmosphere the child or young person chooses both his own activities and his own pace.

The Action Library is the demonstration arm of the four-and-a-half year old *Philadelphia Student Library Resources Project*. The Project is a strategic response by the Philadelphia School District, the Archdiocesan School System, The Free Library of Philadelphia, and several independent schools to the disturbing trend of declining inter-

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*This article was written for the Title III Quarterly by Mr. John Q. Benford, Director, Student Library Resource Requirements Project, Philadelphia, Pennsylvania.*

est in and use of libraries by students in Philadelphia. It is funded by the United States Office of Education through grants from the Higher Education Act, Title III of the Elementary and Secondary Education Act, and the Library Services and Construction Act.

The first step was taken in July, 1968, with the establishment of the Philadelphia Student Library Research Center, which designed and carried out a two-year, city-wide study of student library needs, resources and use patterns. The research encompassed 10,000 students, 184 teachers, librarians in 51 schools and nine public libraries, and 300 mothers of sixth-grade students. Quantitative data on school library resources and services were obtained from 320 school libraries. The study revealed some startling facts, among which were:

1. Students' attitudes toward library resources reflect a disturbing pattern of dissatisfaction, which increases with grade level.
2. Although students generally have greater exposure to school libraries than to public libraries, more of them express dissatisfaction with school libraries.
3. While many students turn to the public library for learning materials, that agency is neither planned nor managed primarily as a students' library; and



Regular rap sessions are an important element in the ACTION LIBRARY's offerings. Here, the staff Community Relations Specialist talks informally with a small group of teenagers.

some students, particularly in the lower grades, indicate difficulty in getting to and using the public library.

4. Although nearly all students recognize a need for library materials, they experience varying degrees of success in satisfying their needs, and many encounter a variety of difficulties in using libraries and in obtaining materials.
5. Many teachers do not feel that instruction would be seriously weakened without the use of library resources. Seventy-five per cent of 12th-grade teachers concurred in this opinion.
6. Overall, Philadelphia's school libraries have only a third of the books called for by national standards, and they are even worse with respect to newspapers, magazines, and audio-visual materials.
7. Elementary school libraries have a critical shortage of trained library personnel, and the secondary schools, while staffed by professional librarians, are understaffed.

### Why a Demonstration?

Faced with evidence that library systems are failing to reach many students, what could the sponsoring organizations do? Clearly, it was not simply a matter of providing more resources; the existing resources were not being utilized fully. The basic problems were related to students' attitudes and use patterns.

The sponsors agreed that new ways for exposing students to libraries and motivating them to use library resources were needed. Consequently, plans for a demonstration center were outlined. It would be neither a school library nor a public library; its collection would be determined by students' interests; staff would include teachers, audio-visual specialists, and a community worker, as well as librarians; and the community would be deeply involved. And, most important, new ideas would be critically evaluated; if a technique or approach worked well in the demonstration, it would be shared with others.

Following a year of interagency planning, the Action Library (the name was selected by students) was dedicated in May, 1972, and was opened on June 1st for continuous operation.

### The Action Library—What Is It?

It is an innovative innercity library and learning center in a black community of 17,000 residents. There are 4,700 school-age children in the community, including about 200 educable retarded children. There are four public and two parochial elementary schools, and the nearest public library is nearly a mile from the center.

The Action Library represents a unique combination of a number of distinctive features:

1. It provides a multimedia collection—much of which is available on loan—of books, paperbacks, periodicals, pictures, learning games, records, record players with headsets, reading machines, films, typewriters, and a large aquarium and terrarium. Many



With the inspiration of Bobby Fisher's victory, no doubt, interest in chess has run high among ACTION LIBRARY patrons and has resulted in many matches. Other games are in evidence at the ACTION LIBRARY, too, and are often used by staff to spark a group's interest. Some aspects of the evaluation will be covered through use of especially designed games.

- of the items can be assembled into a "package" on a given subject. The entire collection is tailored to the interests, needs, and life styles of the clientele.
2. The staff includes librarians for adults, young adults, and children, an audio-visual specialist, a reading and a special education teacher, a community worker, and 20 aides who are residents of the community.
3. Program activities are designed as the means for bringing the user and the collection together. A variety of traditional library programs (story hours, slide and film shows, book discussions, guest speakers) are combined with not-so-traditional activities (learning games, chess, remedial reading classes, tutoring, and photography) to provide the widest possible variety of stimuli to use of learning materials. Recently a series of black culture sessions (to arouse interest in the black culture collection) included a discussion of a film on Billie Holiday's life, a display and playing of all her recordings, a discussion of her autobiography and other materials on jazz, and a guest speaker. The series also presented a review of African ceremonial dances, attendance at "Les Ballets Africains," display and playing of recordings of African ritual music, and a special presentation on Guinea. It offered a trip to a black culture exhibit followed by a discussion of black artifacts, using Action Library materials. Each of these programs was planned and arranged in concert with the target community's schools.
4. Going out into the community to encourage students, residents and parents to visit the Action Library has been an important staff function. Making contact with teachers in the schools of the community has been an invaluable means of reaching students and of coordinating program offerings. This



Participation and involvement are the passwords for arousing students' interest in learning materials. Here some boys are assisted by the staff media specialist in making their own slides.

has been especially effective with children who have reading and other handicaps. Special "packages" of written material and audio-visual materials are sent to parents of the mentally retarded children, accompanied by visits by the special education teacher.

5. The environment stimulates curiosity and interest. Attractive appointments and color are used to create a warm, relaxed, and inviting atmosphere. There are small rooms around the central area for private study, reading, "rap" sessions, instruction, and film shows, as well as for browsing.
6. The Center is open from 10:00 a.m. to 8:00 p.m. weekdays, and 2:00 to 5:00 p.m. Sundays. There are few rules and regulations, informality is encouraged, and there are no fines.

### What Are the Results?

A set of some 70 objectives for the demonstration provides the framework for the systematic evaluation. Among the most important are those relating to changes in students' attitudes toward libraries and learning resources and in basic reading and reference skills. These changes cannot be measured for several years; others, such as increased use of library and learning materials and support by the community, are being documented presently.

Much has already been learned during eight months' operation. Clearly, the target community has accepted the Center as a positive element. More than 50 per cent (2,500) of the student population is registered with the Center, and the daily average attendance is 140-150, ranging from 50 on a Sunday afternoon to 225 on a Friday. (The busiest hours are from 3:00 p.m. to 5:00 p.m. weekdays, which confirms one of the survey findings, i.e., that young people want to use libraries after school hours.) Total circulation has exceeded 17,000 items, including

records and magazines as well as books. A Community Advisory Board meets monthly with at least one-half of the members present for every meeting. It has begun publishing a bimonthly newsletter on Action Library activities and has participated enthusiastically in many phases of the library's operation.

No materials or equipment have been lost or damaged; and in a community characterized by graffiti, vandalism, and theft, the Action Library has been free of these. Requests from Philadelphia educational and library agencies for visits, presentations, and resource loans have exceeded the capacity of the Center to meet them.

Some adjustments to programs have been made as a result of the evaluation;

1. The African Culture collection was not popular, so it was expanded to broadly represent American culture.
2. General film showings (every Tuesday and Friday afternoon) attracted too few viewers; they were terminated, and special film showings (for a particular age group) in a closed room were substituted.
3. Color television (in the lounge) became popular with certain clientele who did not participate in other programs; it has been curtailed but not eliminated and is more carefully supervised.

The evaluation plan based on the specific objectives is considered one of the most important components of the Philadelphia project. It will test and document the effectiveness of the demonstration and produce information about workable techniques and programs that may be diffused in Philadelphia's three major library systems and elsewhere in the country. Evaluation procedures are as unobtrusive as possible, often conducted as an integral part of the services offered, in order not to interfere with the service orientation of the demonstration.

# The City Game

*The Alternate Learning Project (ALP)* is an experimental high school in the city of Providence. Its support comes from a Title III grant and a prorated city share which increases annually. There are some 100 students in the project, all of whom chose to come to ALP and were selected for it by lottery. Racially and socio-economically, the student body profile matches that of the city.

ALP's base of operations is a former bowling alley in the center of downtown Providence, from which its students fan out into the entire metropolitan area. Its students can be found in hospitals, health centers, law offices, art studios, radio stations, and other working locations in the community. They hold positions such as teachers' aides in the city schools, apprentice actors in repertory companies, and assistants in architectural and design firms. Volunteer help for the school is drawn from such diverse sources as area colleges and universities, business schools, individual doctors, lawyers, mechanics, artists, musicians, and the entire business community.

ALP works toward providing an opportunity for its students to forge a new relationship between their education and the city in which they live. Toward this end, the school seeks to employ to maximum advantage in the education of its students the resources of the entire city, this being consistent with its philosophy, which would stress the blurring and ultimate eradication of the line between learning and life.

## Curriculum

The curriculum of ALP has two major parts: *The City Game* and *The Arts Cluster*. Within these two major divisions, there are several "package" areas from which to choose. Each student is asked to commit himself/herself to one of these areas for four months, September to January or January to June.

*The City Game* has as its focus the issue of social and political change in the city of Providence. Within *The City Game* there are four major areas:

- Health and Welfare: includes work in medical care, problems of the aged, drugs, mental health and retardation, social welfare, and ecology;
- Law and Justice: includes work in civil rights and liberties, juvenile justice, and contemporary issues in law enforcement and state and local government;

- Education: includes work in early childhood development, alternate theories of child-rearing, problems in innercity education and on "changing the system";
- Communications: includes work in journalism, radio, video, and creative writing.

*The Arts Cluster* consists of instruction and practical experience in one of three major areas: Performing Arts— theater, music, and film study; Visual Arts—painting, drawing, ceramics, weaving/macrame, sculpture, crafts, photography, and film-making; and Introduction to Design and Construction—architecture and design, carpentry, mechanics, and construction.

Each student who selects a "package" within either major division commits himself/herself to participate in the following:

1. *Field Placement*—six to 15 hours a week of work at a community site in the student's area of interest and competence.

2. *Field Workshop*—three hours a week; a seminar of all students in a given "package," e.g., Health and Welfare or Education. The workshop provides students with an opportunity to evaluate their work experience, compare notes with other students, hear speakers from the city on subjects that relate directly to their work, and engage in appropriate reading and discussion. Students in *The Arts Cluster* workshop pursue issues which relate directly to the creative process and to their particular fields of creative endeavor.

3. *The Seminar*—three hours a week; a class that incorporates an interdisciplinary approach to the problem of individual identity and personal freedom, and the relationship between thought, feeling, and action. Employing both carefully selected written materials and interpersonal encounter techniques, the class allows students to discuss personal and social problems freely and to develop a sense of cohesion with one another within an atmosphere of affinity and trust.

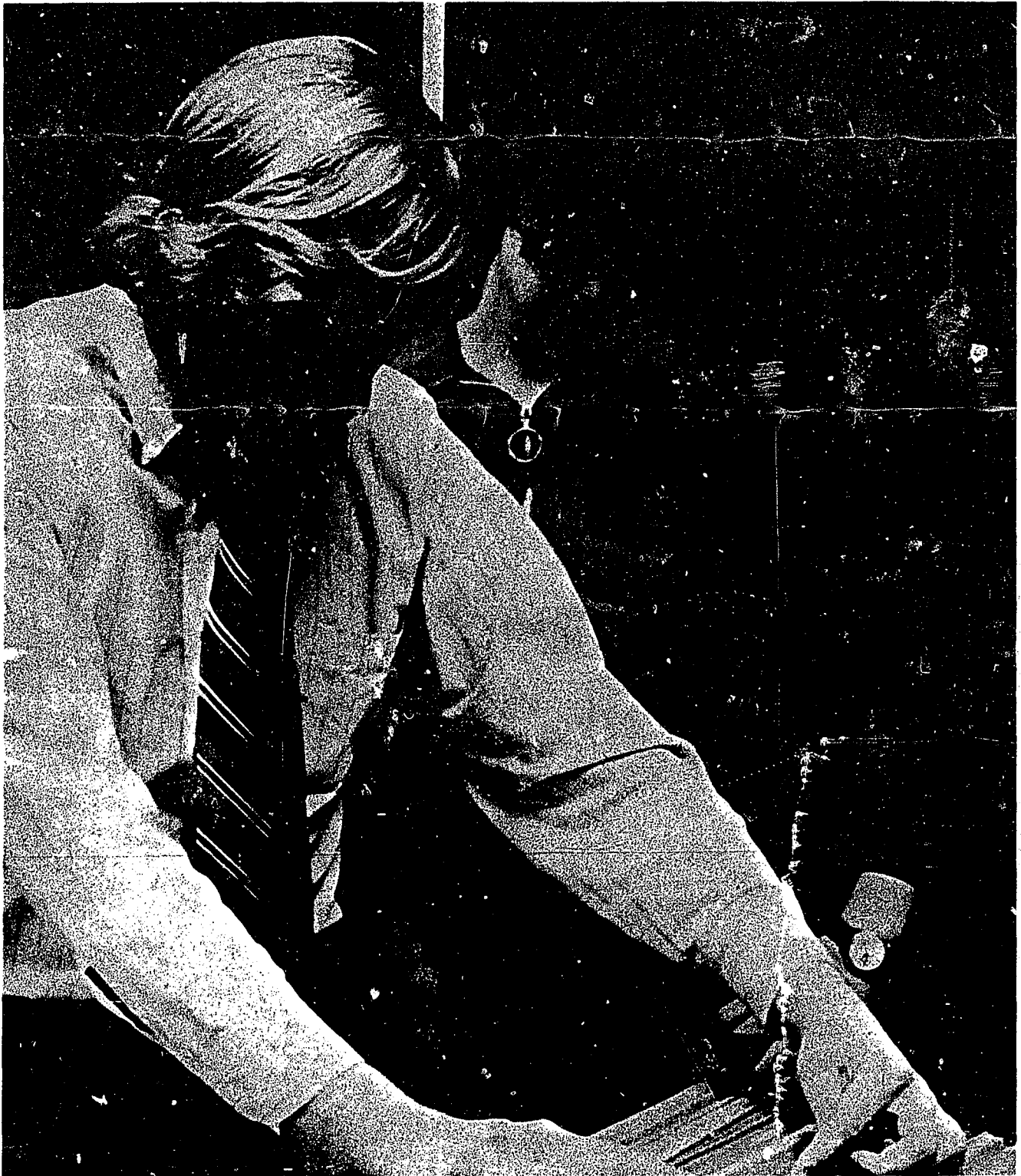
4. *Field-Related Courses*—courses of study which relate to the "package." They are made available at the school, at area colleges and universities, on-site, in the other high schools, through individual tutorials, or in programs of independent study. Their purpose is to provide students with a range of skills and a depth of knowledge in a particular area.

Students also have the option to take a variety of other courses, including traditional college requirements as well as workshops in special interest areas such as art, science, and the humanities. Courses can be taken at ALP

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This article was written for the Title III Quarterly by Mr. Lawrence Paros, Director, Alternate Learning Project, Providence, Rhode Island.





**Student intern working as an aide at Rhode Island Legal Services**

or elsewhere in the community. This allows students who do not wish to study in one specific area to develop their own courses of study from the entire curriculum.

The richness and diversity of the curriculum can be seen from the listing of courses and site placements offered this past semester. There were close to 50 site place-

ments in the community in such varied locations as the Providence Police Department, a major veterinary hospital, and Operation Headstart. Eighty-eight different courses were taken by ALP students, of which 34 were individual tutorials and 15 had only two students; coursework ranged from work in traditional courses such as

Algebra I to individual instruction in the flute and a workshop in guerrilla video.

### Student Programming

There is no typical student schedule at ALP. However, it might be helpful for the reader to understand the range of options available to a student who professed an interest in a particular area, such as medical care.

A site placement could be chosen from the following:

- *Neighborhood Health Centers*—including a training session covering basic duties of first-level health aides. Duties entail observing the activities of the primary health team, assisting nurses in the performance of their rounds, and aiding in research to determine the quality of care.
- *St. Joseph's Hospital*—an integrated series of rounds introducing the student to every department in the hospital.
- *Rhode Island Hospital*—working membership in a physical therapy team.
- *Boston*—childhood hypertension research, duties to include visiting patients' homes and writing reports. Also, clinical work in gonorrhea studies.
- *Providence Health Centers, Social Service Division*—apprenticeships with a social worker, involvement in social problems relating to illness, welfare, unemployment, and legal assistance.
- *Planned Parenthood*—teen-age sex counseling, training plus position on staff.
- *Pleasant View and Meeting Street Schools, Zamban Hospital*—work with the retarded.
- *Roger Williams Hospital*—emergency room observation and assistance.

The student would also select a section of the Medical Care Field Workshop. Choices include a project workshop entitled *Health Care for the People*, the primary thrust of which is the dissemination of information on medical services to the poor; a seminar in *Cross-Cultural Study of Medical Care*; or a career-education class entitled *Options in Medical Training*.

Field-related courses available include work in anatomy and physiology, chemistry, and/or appropriate classes in the social sciences. If the student is so inclined, in addition to the seminar, he/she may also choose to take work in languages, mathematics, the arts, or any other area in which he/she is interested.

### Student Responsibility

If there is one major goal of the project, it is to return to its students the *right and the duty* to make the major decisions concerning their learning and their life. Student responsibility in the school entails many things. Students shape their own programs of study and work. Staff and students come together in town meetings to make decisions on matters of internal governance in the school and to discuss day-to-day problems. The Community view Board, a committee of students and staff, handles

violations of one community member against another. There is student representation on the Community Advisory Council which deals with matters of general policy. Students and staff together are responsible for the upkeep of the school building and its maintenance.

### Parent Involvement

The project also hopes to serve as a vehicle through which parents and students can come to a new understanding of each other as persons. Some parents teach in the school, others help in its construction. Their representatives sit on the Advisory Council which discusses general policy.

### Student-Adult Relationships

ALP is characterized by a continuum of confrontation, testing, and dialogue between all its members. It provides a "new" way in which the young might deal with adults both within the school and outside of it. It thus meets the adolescent's need to experience adults in something other than a custodial capacity and to engage adults in dialogue in order to discover what a just person and a just social structure might be.

### Grades

On the thought that grades are both highly inadequate and impersonal in judging a student's progress and response in a given learning situation, ALP students receive detailed evaluations from their instructors and site supervisors and also record their own estimation of the work accomplished and the quality of teaching received. In this way both teacher and student are held personally accountable for the work, while being responsible to each other for the general worth of the class or field placement. Neither teachers nor students can conceal themselves behind grades; they must face each other as people working within the framework of commitment and mutual responsibility.

### Staffing Pattern

The entire program of ALP is managed and coordinated by a core staff consisting of its director, four teacher-counselors, a program assistant, a community liaison, an internal evaluator, and four college interns. There are some 80 volunteers from the community, recruited and coordinated by the core staff.

Staff responsibilities are varied and full. Staff members engage in a round of clerical and administrative duties, teaching, counseling (academic, personal, family, and employment), coordinating "package" areas, and playing the broker between students' needs and community resources. The staff meets intensively and regularly. The making of decisions and their implementation is characterized by horizontality and a consensual validation seldom found in traditional schools. Staff cohesion is high, as is the commitment of time and energy brought to the project.

# Classrooms Without Failure

Discipline referrals from an innercity class down to near zero? Elementary classes composing formal petitions asking to be taught in a specific way? A little girl crying when the weather prevents her from going to school? The three-word explanation of these phenomena: *Project Success Environment*.

*Project Success Environment (PSE)* operates in East Atlanta. This area has the problems typical of any innercity neighborhood; half the housing is substandard, unemployment is twice as high as in the city as a whole, 50 per cent of the families have no full-time male member. Children here also reflect the problems typical of an innercity environment: poor academic performance, school absenteeism, delinquency, and dropping-out characterize many of them.

Most innercity children experience scholastic failure early. Knowing only failure, they expect to fail, and they do. *Project Success Environment* changes this. A three-year project funded by ESEA Title III in June of 1970, the project operates in five schools, three of which comprise the research base. The comprehensive *Success* effort includes 51 classes, while the research base encompasses eleven elementary school classes from first through fifth grades and three three-member teaching teams at the middle-school level, involving a total of 20 teachers. The project replaces the failure environment with a success environment; it provides successes for the students to build on. The success environment has three major components: (1) inclass application of behavior management techniques, (2) a specially designed classroom, and (3) a modified curriculum.

The behavior management technique utilizes immediate positive reinforcement of desired behavior—a tangible reward coupled with descriptive praise. The overall purpose of positive reinforcement is to increase occurrence of the reinforced response. The technique accomplishes three major goals: (1) the student receives an immediate taste of success and an accompanying positive feeling toward the school and his teacher; (2) if reinforcements are properly administered, the student feels he has earned them, thus has coped successfully with his environment; and (3) reinforcement for work accomplished provides direction and motivation for learning.

Strict guidelines govern the administration of positive reinforcements. Descriptive praise accompanies each reward. The teacher says, "Thank you for raising your hand, Cedric. You have earned a checkmark," or, "Rosalind, you deserve this ticket because you are working so hard in your workbook." Descriptive praise tells the student exactly what behavior is being reinforced and that the reward is the result of his own efforts—not a gift. Reinforcement must be *immediate*; the teacher cannot reward Johnny at 2:30 for working hard at 10:00. Finally, reinforcement must be *positive*. Many students misbehave to get attention. When they succeed, negative behavior is reinforced. In a *PSE* classroom, the teacher uses the technique of "ignore and praise." Unless disruptive behavior is dangerous to others or so persistent that the teacher can find nothing positive to reward, she ignores it. Instead of punishing the offender, she focuses on a nearby student exhibiting the opposite behavior and rewards *him*. Only positive behavior succeeds.

Observers frequently expect a *PSE* classroom to resemble Santa's workshop—candy and toys everywhere. Not so. The Tootsie Rolls, M & M's, model cars, and hair picks rapidly disappear. Used initially because they are items which the students immediately relate to and find desirable, the tangible rewards are never the only positive reinforcers. From the first, the teacher emphasizes activity reinforcers; a student may earn the privilege of being playground leader, spending extra time with art materials, or even of being a miniteacher. To be a miniteacher is to be a successful person—just like Teacher. This opportunity to model on a positive adult has unquestionable benefits. The major activity reinforcer is the activity room, and each school has one, equipped with the toys and games students most enjoy. Usually after four to six weeks of school the students understand the reinforcement system and are highly motivated to succeed. At this point, the teacher phases out tangible rewards and relies solely on activity reinforcers and verbal praise.

A framework for positive reinforcement exists from the first day of school. During preplanning, each teacher has used specific guidelines to formulate a set of classroom rules which are prominently displayed. These rules must be brief and specific, must be worded positively, and must number no more than five. As each student enters, the teacher rewards him just for being there—with candy and a "success card" in elementary school, candy and a ticket in middle school. As class begins, she

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This article was written for the Title III Quarterly by Mr. Marion Thompson, Director, Project Success Environment, Atlanta, Georgia.





Instead of responding directly, the teacher appears to ignore their behavior, but moves to a student near the disturbance who is exhibiting desired behavior and rewards her with praise and a checkmark.

At last! Now that the student is behaving appropriately the attention and reinforcement he wants are his. Only desired behavior succeeds.



explains the rules and the system of reinforcement: elementary school children accumulate checkmarks on their success cards, trading filled success cards for rewards; middle school children accumulate tickets. A list of rewards and their "prices" is displayed in each class. Because the initial emphasis is on clearly defined conduct, every child can succeed. The teacher's job is simply to make sure that each child does!

After approximately one month, a PSE class generally has far fewer interruptions than a regular class. At this point, reinforcement of behavior becomes intermittent and less frequent (intermittent reinforcement creates a more consistent response rate), and the teacher emphasizes academic performance. Students receive reinforcement for finishing work, for working hard, and for mastery of material. Here too, the positive is emphasized. Answers are marked "correct," not "wrong." If a student has a hard time with material, the teacher stops, encourages the student, points the way to success, and promises to return shortly.

Frequent tangible reinforcement cannot occur in a lecture situation, so a PSE classroom provides for small groups. Typically, a class is divided into three flexible groups based on reading level. Desks are placed in a U-shape, with each group having a clearly defined area. This is the mastery center. Interspersed around the room are five interest stations: Art, Games and Puzzles, Library, Communication, and Exploratory (science). Materials in each station have a high interest level and require little teacher supervision. Generally classes are divided into 30-minute periods. While one group works with the teacher, another does seatwork, and a third is scattered at various assigned interest stations. Working directly with only ten children at a time, the teacher is easily able both to experience direct contact with each pupil and to provide immediate reinforcement. An unusual feature of the PSE classroom is the shelf. Each class has a shelf containing material especially attractive to students—"Wolf Man" magazine is a big item in the



middle school. A student who has correctly completed his work before the rest of the class can go to the shelf and select materials to bring back to his seat. Boredom is avoided, and going to the shelf reinforces quick and accurate completion of work.

Carefully planned curriculum is essential to the success of the project. For the technique to be effective, each student must taste academic success, must be assigned workable tasks, and must receive immediate reinforcement. Using these criteria, the staff modified the standard curriculum of the Atlanta Public Schools. Though they created many materials themselves, most are available commercially. In each class, materials selected were appropriate to the levels of each of the three groups. In each content area, the curriculum was subdivided to create modules that could be completed, evaluated, and reinforced daily. For example, skill sheets are given out in each subject area. These serve the dual purpose of providing daily practice and immediate feedback and reinforcement. Finally, some programmed materials, such as the Sullivan reading program, were added at every grade level.

The traditional approach to discipline—be good or be punished—is disastrous in a *PSE* classroom. Most teachers, however, need help abandoning it. Though the staff of *Project Success* has the usual complement of people oriented toward research and validation—two consultant psychologists, two behavior management technicians, and a research assistant, a statistician, and paraprofessionals trained to collect data—it emphasizes teacher training. In a three-week seminar workshop oriented toward the practical experience of working with pupils first-hand, the staff works with *PSE* teachers, all of them volunteers, explaining the theory of behavior modification, providing classroom settings for the application of behavior management principles, and planning curriculum. Throughout the year, two teams, each composed of a teacher coordinator and a lead teacher, work with project teachers and principals helping them solve problems and obtain necessary equipment and materials. Each week every *PSE* teacher meets with the coordinator to discuss the class and receive personalized inservice training.

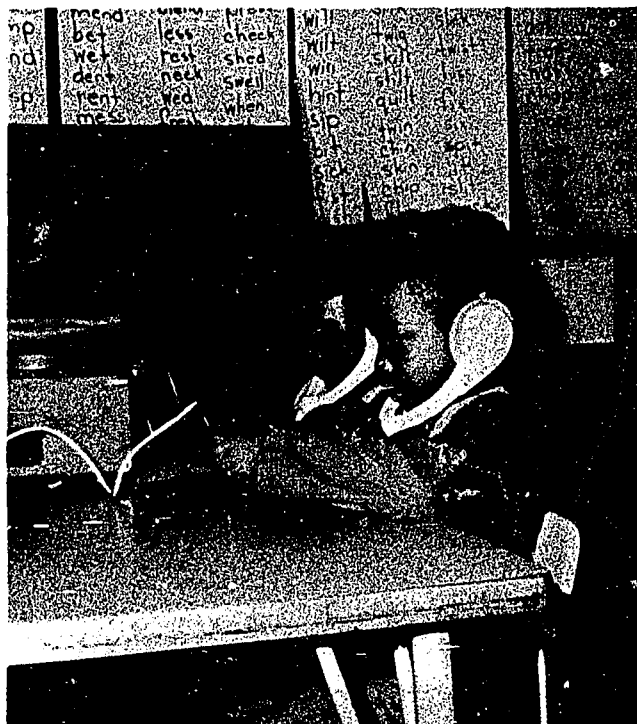
*PSE* teachers provide significantly more rewards and fewer punishments than control teachers, and *PSE* classes exhibit dramatically less disruptive and more on-task behavior than control classes. Some classes which have been in the project two years have gained an average of 20 I.Q. points and all classes but one have shown more gain than the control classes. In achievement tests, *PSE* pupils have made highly statistically significant gains, and in fact, no statistically confirmed gain has favored a control group.

As to cost, *PSE* has worked out a method enabling its technique to be introduced into a local school for approximately \$12.00 per student.

The cost is relatively low. The gains, relatively great. In the words of one of the project's consultants, "It may, just may, provide one of the desperately needed breakthroughs in elementary and middle-school practice."



In each classroom, charts illustrate students' successes. Each child keeps his own record. Besides providing a feedback on how the teacher is providing reinforcement and on which students are not involved in the technique, the charts help each child feel pride in his accomplishments.

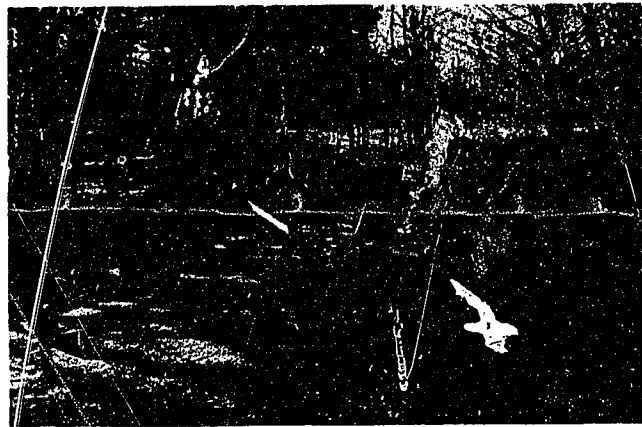


Not only is the interest station essential for grouping, but it provides students a break in routine.



Students in a biology class immerse themselves in a swamp area as they learn about swamps and their own reactions to them.

A summer bicycle trip to Prince Edward Island pulls into a small Canadian town on its way from one campsite to another 50-75 miles away.



This student is using a balance apparatus which is part of physical education program designed to develop self-confidence.

Hamilton, Massachusetts

# PROJECT

*Project Adventure*, a Title III project of seven Boston-area school systems, is based on the belief that there often is little in the experience of being a high school student which is meaningfully directed to the student's social, psychological, or ethical growth. The project aims to give students opportunities to develop, in environments outside the classroom, ability and skills to work together to accomplish specific goals and thereby to view themselves as worthwhile, competent persons.



Students walk the beach of a wildlife refuge during winter.



**LEFT**—Two tenth grade students involved in a group problem involving a twelve foot wall. The problem is designed to be used as part of physical education program aimed at building decision-making skills and group cooperation. **CENTER**—A tenth grade student goes across a "Burma Bridge", having climbed a thirty-five foot rope ladder as part of a physical education program required of all tenth graders. **RIGHT**—A student, having let himself drop from thirty-five feet, is brought to a safe stop as he approaches the ground.

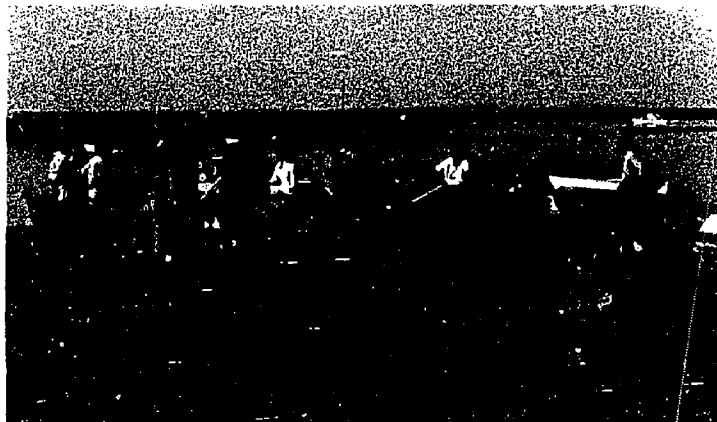
# ADVENTURE

The project has created a wide variety of curricular and extra-curricular units, including a compulsory tenth-grade physical education program based in part on concepts of Outward Bound programs, experience-based learning units which can be integrated into the regular curriculum, an eco-action group, seminars in marine science and sea literature, outdoor trips, science-related trips, and a counseling process which runs through all these activities.

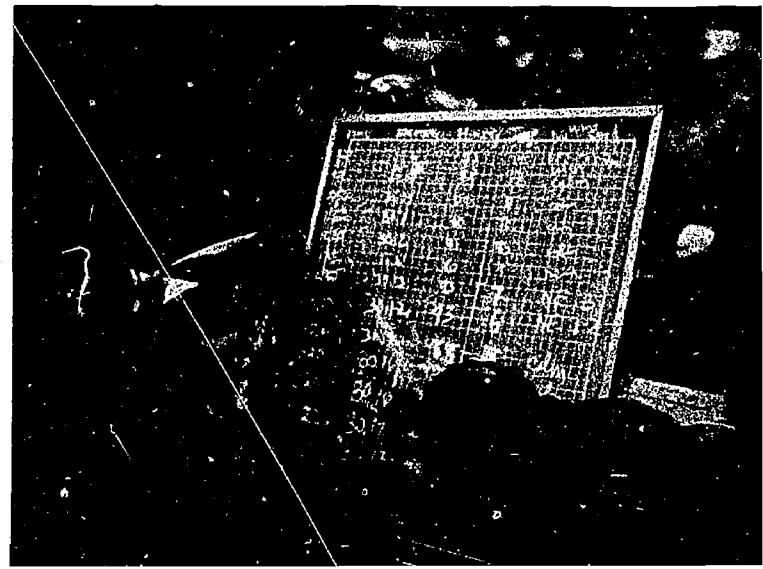


Ninth grade students on a two day earth science field trip learn about the use of map and compass.

Students on an earth science trip write down data collected hourly for 24 hours on weather conditions.



A group of biology students about to set out for an overnight exploration of a seacoast area. The dories were made within an inter-disciplinary course called "The Sea As Teacher."





# Ways and Means

## New Structures for New Programs

Project LEM, Hackensack, New Jersey

*Project LEM (Learning Experience Module)*, a Title III program of the Hackensack, New Jersey, public schools, is an open educational plan featuring multiage, multi-ethnic groupings, individually prescribed instruction, and optimum space utilization. It resulted directly from an effort of the local Board of Education to solve the problem of overcrowding in an elementary school while at the same time designing and developing a new educational approach. The stated objectives of the project are to utilize existing space efficiently and flexibly, improve students' skills levels, provide individualization and flexibility in the curriculum, develop positive student attitudes and self-concepts, and engage parents directly in the education of their children.

Initial planning concentrated on revitalizing the interior of Hillers School, which had experienced a 20 per cent increase in student population between 1960 and 1970 with no physical additions to the school plant. By 1972, it had become necessary to secure rented facilities to house ongoing education programs.

During *Project LEM's* first year, four traditional classrooms and their adjoining corridor in one wing of the school, which previously had accommodated 100 students, were converted into an open-plan learning center which can be used by 125 students. Similar modifications of facilities followed in the next two years, and the project constituted three learning components, LEM I, II, and III, each consisting of two grades, second through fifth.

Each *LEM* is structured in home-base groupings which are heterogeneous and assigned to specific teachers for daily meetings, and skills groupings formed on the basis of achievement level and instructional needs of children in reading and math. Groups studying social studies, science, and cultural arts are based on the home-base unit and participate in learning experiences in these areas on a rotating plan. Each teacher selects and is responsible for the subject in which she feels the greatest competency.

All staff members were neophytes in open-plan organization and techniques at the beginning of the *LEM* project, and summer workshops were initiated to give teachers exposure to expert opinion, directed experiences, and specific instructional techniques. Tasks started in the workshops are continued throughout the year and have resulted in teacher-made activity materials and sequential packets of work for individualized instruction.

*LEM* activity involves parents in workshops, open houses, school visits, home visits by teachers, small-group discussions led by the staff or the project advisory council, and frequent phone contacts, conferences, and written evaluations.

## Don't Drop Out—Walk In

*Walk-In School*, Columbia, South Carolina

*The Walk-In School*, a Title III project of the Columbia, South Carolina, public schools, is offering an alternative form of education to students who have turned off traditional school experiences. While school personnel, parents, community agencies, and others may refer a student to the *Walk-In School*, only the student himself or herself may make the final decision as to whether to enter the program. A screening committee acts on the application, and a personal interview with both student and parents is required as part of the enrollment process.

Once he has entered the school, a student may remain until graduation or may transfer back to his regular school program. He remains on the rolls of his home school, and attendance data and credits are furnished the home school by the *Walk-In School*. The students may participate in academic and extra-curricular activities such as sports and clubs in their home schools as well as at the *Walk-In School*.

*The Walk-In* curriculum is developed around an ungraded program designed to award credit on an individual contract basis. An instructional contract is a written and signed agreement between student and instructor to reach a prescribed instructional goal. A student may work on from one to six contracts at any time, and there is no failure; either the student receives a "pass" or a contract is renegotiated. If the student has contracted to receive a grade, he will be given one; and in some instances he may contract for a specific grade.

Contracts in mathematics tend to be consumer-oriented and developed around checking accounts, income tax, insurance, and large purchases. Contracts in the sciences place emphasis on the practical usefulness of information in the future; for instance, a contract negotiated by a student interested in nursing may deal primarily with the study of human anatomy. There are many multidisciplinary contracts, as well as contracts in art, industrial arts, music, home economics, business education and physical education. Learning opportunities at the *Walk-In School* are as varied as the Columbia community, and a student may work with an instructor to develop a contract around almost any subject in which he has an interest.

The atmosphere of the *Walk-In School* is relaxed and informal but purposeful. There are no bells or schedules; students follow their own individualized programs; and staff and students operate on a first-name basis. Restrictions are at a minimum, and the few basic regulations are jointly determined by staff and students. Open school meetings on each Friday afternoon usually include a sharing of mutual concerns. Projections for the near future are for opening the school one or two nights a

week and on weekends for informal discussions with parents and interested persons in the Columbia community, and there are also plans for the development of more out-of-school learning experiences.

### **A Place for Planning and Reflection**

#### *Alternative Schools Project, Radnor, Pennsylvania*

Over 300 high school students from Philadelphia and five suburban communities are enrolled in the *Alternative Schools Project*, a two-campus nongraded program now in its second year. With funding from Section 306 of Title III, this project is a cooperative effort of the Philadelphia School District, five neighboring communities (Abington, Cheltenham, Lower Merion, Radnor, and Springfield), the University of Pennsylvania, and the Pennsylvania Office of Education.

The project has two semi-autonomous sites; at each, teachers and students have responsibility for major decisions regarding program and internal school policies. The Operating Board, which sets overall policy for the project, is comprised of representatives of students, teachers, school board members, and superintendents from the six affiliated school districts. Each campus has an onsite evaluator who monitors the program, continually collecting information and reporting it back to the school community. This feedback system provides current information for students and teachers to use in improving the program.

In addition to having students from several different communities learning and working together, the project is experimenting with various settings, formats, and themes for its educational program. Cross-disciplinary approaches are being used and considerable learning takes place outside the school buildings.

Much of the impetus for this adventuring came from the experiences of the East School during a two-week period this fall when it was without a building. Depending on a support teacher system for contacts and communication—and on imagination and previously untapped resources for activities—the staff and students ran a real “school-without-walls” that had a larger percentage of attendance and enthusiasm than usual. Now in a suitable building, the participants are determined to retain the best elements of their prior experience, using the building only as a base—a place for planning and reflection—not as the center of all learning. The sallying forth, pooling of efforts, building on teacher as well as student interests are all qualities they want to develop further.

### **A Search for New Options**

#### *Alternative Continuous Progress High School, Rutland, Vermont*

In Vermont, the *Alternative Continuous Progress High School*, supported in part by Title III funds, provides an alternative form of education for self-selected students

from Rutland High School and several neighboring high schools.

At the *Alternative School*, the year is divided into ten periods of from three to four weeks each, with a variety of minicourses offered during each of these periods. At the end of a minicourse period, the student may change courses or teachers, or he may keep the same teacher, and if there is enough interest, he may extend a minicourse as long as desired. A student may elect to do independent study for the rest of the year in one area after being stimulated by a particular minicourse.

The minicourses have been many and varied. In English there have been courses on Hemingway, Steinbeck, media, comic books, dramatics, film making, poetry, creative writing, individual reading, and visual literacy. In the social sciences the offerings have included Freudian psychology, American culture, sex and sexuality, the American Indian, Hinduism, economics, politics (which was a field course where students worked on local election campaigns), and government, again a field course with students meeting with committees of the State Legislature (one of the teachers was elected to that body). The math-science area included local geology, seed germination, horticulture, astronomy, astrology, computers, geometry, physics, and anatomy.

These minicourses enable students to get credit for the academic areas of English, social studies, math, or science. Since the school is nongraded, there are no grade-level requirements for any of the minicourses. In terms of student interest and involvement, the most successful courses are in a group which students call “Life.” These minicourses include photography, where students have set up their own darkroom; building, where they supplied labor to build a garage and an addition to a house; welding; dance; Chinese cooking; pottery; hunting; trapping; icefishing; flytying; camping; automobile mechanics, where students find old cars and get them running; and small gas engines. According to the students, the success of these courses is largely due to the fact that they can become involved as actual participants rather than play the usual passive student’s role. Several of the courses are taught by students.

The *Alternative School* currently operates in its own separate building, a rented frame structure 15 minutes away from the high school. While there are many advantages to a separate building, especially in the first few years of operation, an alternative school or program within the high school would enable many more students to sample this type of education. They could try it for one minicourse period and then return to the regular program. Alternative program students could more easily take college-required subjects such as foreign languages, which are currently not offered in the *Alternative School* because of the small size of the staff, and shop and laboratory space would be open to the alternative program.

Perhaps the most important aspect of the *Alternative School* is the atmosphere which is created by staff-student interaction. Decisions on curriculum organization and internal school management are made at all-school

town meetings either democratically or by consensus. Students feel that they can (and they frequently do) criticize a class, the curriculum, the teacher. Everyone is on a first-name basis, and there is no subject, from personal habits to drugs or sex, that is considered taboo so far as discussion is concerned.

### Learning Through Experiencing

*St. Paul Open School, St. Paul, Minnesota*

The *St. Paul Open School* is a research demonstration project of the St. Paul, Minnesota, public school system which attempts to combine in one total design many of the new patterns which are being tried in education at the present time. The project is based on the assumption that the task of improving education requires experimentation with various designs, especially those which show promise of providing an improved curriculum or are supported by a solid body of learning theory.

The key elements of the *Open School* are (1) advisor-advisee relationships, (2) resource areas, (3) resource persons, (4) integrated learning, (5) curriculum choice, (6) the teacher as facilitator, (7) the community as classroom, (8) affective emphasis, (9) building of life skills, (10) crossage grouping, (11) a heterogeneous student body, and (12) shared decision-making.



At the *Open School*, learning is considered to have occurred when there is actual change in the person, an effect the school believes does not necessarily follow from traditional assign-study-recite-test educational practice. The *Open School* philosophy is that learning occurs through experiencing and takes place best in conditions of intense personal involvement when interest and motivation are high. To this end, the school bases each student's program on his interest, with the school's role being to create an environment in which exciting and stimulating activities for the mind are provided in a supportive, nurturing, and safe climate. There are no required courses; students select courses and activities and design their own programs. The teacher's role is that of a facilitator who assists in arranging learning experiences, clears obstacles to learning, suggests possibilities, helps students with personal goals, and in general functions as a friendly guide.

Many persons other than teachers work with the students in the *Open School*. Parents assist as volunteers, persons from the community with special expertise prepare materials or teach under the direction of the professional staff, and paid aides provide a variety of services. Students themselves often serve as teachers. Learning takes place in many locations other than the school itself, with the *Open School* committed to being just that—open to the community, rather than turned inward. The student population of the school has been structured to reflect the diversity of the city's population, and the competencies which the school attempts to teach are those which are needed in daily life in the world outside the school. Reading is such a life-skill, which is obviously important to mastery and well-being, and the desire to read is a powerful drive of young children, who sense that reading unlocks many treasures and secrets of how to do things and how things are. The *Open School* attempts to harness such drives for learning and also to satisfy those primary drives which sometimes block learning, such as the child's need to feel good about himself, to feel protected and safe from harm, and to have adequate physical care and nourishment.

The *St. Paul Open School* is one of the most ambitious of the country's alternative schools, enrolling 500 students in a nongraded program covering the years kindergarten through twelfth grade. The school has chosen not to advance its fundamental educational changes gradually, but to initiate them at the outset, in the belief that few alternative schools which take a more timid approach ever succeed. Since it is a part of the public school system of St. Paul, the school serves a special function as a laboratory for the testing of new educational ideas.

### What to Learn and Where

*Home Base School, Watertown, Massachusetts*

In May of 1970, during a federally funded week-long planning session open to all citizens of the town, a committee of Watertown, Massachusetts, citizens concerned



with education agreed that the community needed an alternative high school. The participants accepted the assumptions that students can learn in many places other than school buildings and that students should have an active role in making the decisions which affect them. The summer of 1970 was spent in a feasibility study which resulted in plans for the *Home Base School*, a small experimental high school of 100 randomly chosen, self-selected students in grades 9 through 12.

Watertown applied for and received approval for funds from ESEA Title III to supplement planning money and to develop an evaluation design appropriate to the new school. During the spring of 1971, six staff members were selected whose qualifications included certification in major subject areas and team leadership ability. It was strongly believed that almost all final decisions regarding structure of the school and its curriculum should be held until students had been selected and consulted. When the school community was complete, the long process of working out exactly what the school would be began. A series of large and small group meetings was held with students, parents, and staff to clarify goals and needs for all involved in the *Home Base School*.

For two weeks during the summer, students met to address the issues of new roles and responsibilities, the design of courses, planning of individual programs, identification of resource teachers and places, and the decision-making process to be used in the school. During a third week, the staff and consultants developed an outline for the evaluation design. A community advisory committee was formed to facilitate interaction between the various constituencies of the school and to involve people not directly connected with the school. Facilities consisting of four classrooms and one large multi-use room were leased from a cultural center in Watertown.

The main objective of the *Home Base School* is to provide a rich and varied environment for educational experiences and to encourage individual students, supported by the advice and guidance of staff and parents, to assume responsibility for the design of their own programs. Since students can learn in many different ways, in different places, from a variety of people, *Home Base* students are encouraged to utilize the educational opportunities available in the greater Boston community as well as in the school itself.

*Home Base* has had to deal with the problem, shared by all alternative schools, of providing sufficient information about the school and the student to enable colleges to make decisions on *Home Base* students. The staff and students have cooperated in attempts to overcome this problem. Transcripts include a summary evaluation of the student's courses, a letter describing the structure of the school, and a brochure describing the school's philosophy. Staff and students work together in preparing college applications, during evening and weekend workshops. Staff members accompany students on interviews whenever possible to answer questions about the school, and students are conducting a survey of admissions offices to determine the kinds of information required by them.

## Performance as a Basis for Credit

*Leo High School, New Haven, Indiana*

Why do schools fail to motivate? The *Leo High School*, a part of the East Allen County School System in New Haven, Indiana, believes that one reason is the uniform time requirement for academic credits which is enforced in secondary schools to the disregard of the unique individual characteristics of students. *Leo High* took steps four years ago to set up an educational program which allows students to earn their academic credits on flexible time schedules adjusted to the particular needs of individual students. After four years of development, the high school has been given permission by the Indiana State Department of Public Instruction to grant credits based on student achievement of stated educational objectives rather than on the amount of time spent in course completion.

In attempting to establish a program based on the criteria that each student would progress on a continuous basis at his own rate, each student would be on an individualized schedule, and all students would progress on the basis of achievement of objectives, *Leo High* encountered a variety of problems, including the fact that the traditional patterns of grouping, time requirements, teaching to a class mode, and record-keeping had to be altered or completely discarded.

One of the first tasks undertaken by teachers was the establishment of educational objectives in each subject area. These objectives really became the content of courses, or in the *Leo* terminology, "the sequences." Forms were designed for student use, outlining the objectives to be achieved in a course and the criteria for measuring such achievement. "Learning packages" were then developed as the vehicle for carrying the learning objectives to the students, with each learning package centered about one major objective and including several behavioral objectives. The student knows from the package what he is supposed to learn and what he will have to do behaviorally to indicate that he has mastered the material. The demonstration of successful completion of the package may take the form of a posttest. When a student completes all the packages or achieves all the objectives of a certain course or sequence, he receives credit based on Carnegie Units. The time he spends in acquiring the credit is determined, however, by his own individual decision and rate of learning.

After four years during which the credit-by-objectives program was developed and implemented at *Leo*, an exhaustive evaluation of the total effect of the innovative program on students is being made under a Title III grant. A comparison school which matches *Leo* as closely as possible (except in that it has a traditional educational program) serves as the base against which to measure data gathered from the *Leo* program. Criteria include cognitive achievement by students, attitudes toward school and learning, acceptance of responsibility, student self-concept and ability to communicate, the success or lack of success of graduates, and teacher acceptance.

## School-Age Mothers

### *Continuing Education with Supportive Comprehensive Services, Milwaukee, Wisconsin*

School-age pregnancy no longer forces a girl in the Milwaukee, Wisconsin, public schools to drop out of her classes, with the strong probability that she will never return to complete her education after the birth of her baby. Instead, a Title III project, *Continuing Education with Supportive Comprehensive Services to School-Age Mothers*, allows her to attend school at a Center set up to combine an ongoing education program with delivery of health and social services.

The Pitts Center for School-Age Mothers had its origins in a 1966 meeting of a group of concerned Milwaukee women who recognized that many unmarried mothers were receiving little or no social welfare counseling, that the families of the girls were rarely included when such services were available, that there was no program in Milwaukee for counseling putative fathers or their families, and that medical care was being delayed until too late in the pregnancies of most school girls. With financial assistance from the Wisconsin Department of Public Welfare and the Milwaukee Urban League, the concern of this group of women was brought to the attention of Milwaukee's professional and civic leaders. Workshops and conferences involving public health, education, and welfare agencies, both public and private, provided documentation of the problem and supported the view that there was need for comprehensive services to young unmarried mothers.

A proposal for a Title III project to provide continuing education with comprehensive supporting services was funded for operation beginning January, 1970. The project goals included education, health, social services, and community support. Approximately 60 girls (10th-, 11th-, 12th-graders) attend classes at the Center on all regular school days from 8:30 in the morning to 3:05 every afternoon, studying a curriculum which includes English, social studies, mathematics, business education, and typing. They are enrolled in four or five full-credit courses each, with a guidance counselor assisting them in developing their programs of study and in planning their educational and vocational futures. The project counselor communicates with school counselors and the project social worker in setting up a course of study which will lead to graduation or return to a regular school. A school psychologist is available for testing and for interpreting test data.

Health service is a vital part of the comprehensive program. Two Department of Public Health nurses participate in the original application interview, teach classes in maternal and infant care, and provide individual consultation and visits to students and their families in their home. Social services also are provided to all the girls and their families by the Department of Public Welfare, through initial interviews, continuing casework service, and social work group sessions.

Most girls are continuing or completing their educations; 17 of the first 69 girls to earn high school diplomas

at the Center are continuing education beyond high school, and 85 per cent of the 10th- and 11th-graders return to school after the birth of their children. There has been a significant decrease in the percentage of problem pregnancies and infant mortality in the group.

## To Learn from One Another

### *Project EPIC, Birmingham, Alabama*

In Birmingham, Alabama, Title III's *Project EPIC* has a unique task. It is to design, implement, and evaluate an innovative program for a public school to be built as part of the Medical School and Teacher Education Center of the University of Alabama and the Birmingham (Alabama) Medical School. The key element of the project is that the school's projected enrollment of 500 will consist of equal numbers of typical and atypical children, on the assumption that mentally retarded children, those with learning or behavioral disorders, the physically handicapped, the gifted, and the average all have something to learn from each other. The project's goal is to develop a comprehensive approach to education which will serve all groups within the same school, and to ascertain thereby what such varied types of children can learn together and what they must be taught separately.

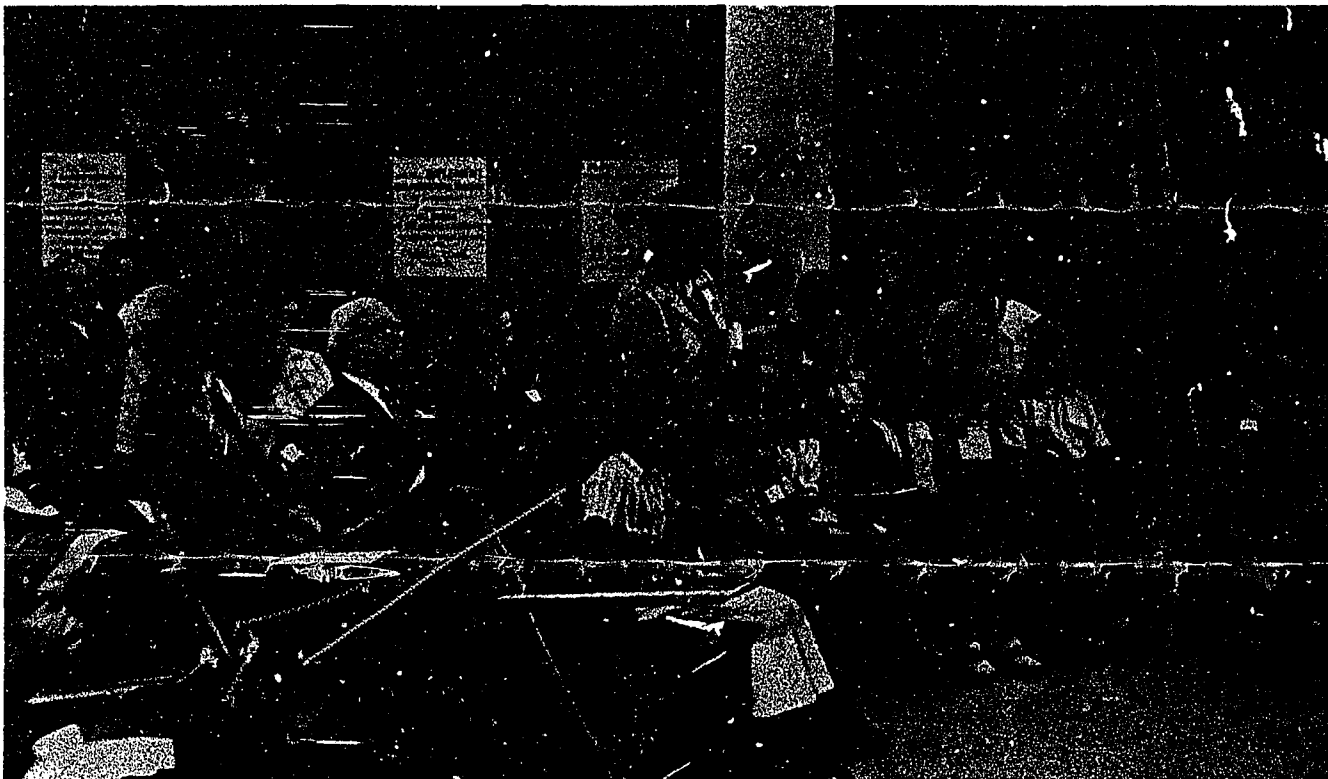
One underlying concept of *Project EPIC* is that many educational problems are not school problems but arise from the larger context of the children's social environments. Consequently, planning should include resources and services from the total community that can contribute to the solution of the problems that affect children. A variety of community resources and services is being utilized in *Project EPIC*.

A Lay Advisory Committee with cross-cultural representation from the local community is participating in the development of a comprehensive curriculum for the children, who come from varied ethnic, social, racial, and economic backgrounds. A Professional Advisory Committee, representing medical doctors and educators, is creating a communications model for bringing a variety of needed services to the child and parent.

A Parents Committee provides insights from parents dealing with both typical and atypical children. A Children's Committee offers a view of the world as perceived by the child. An Input Specialists Committee with an interest at the practice level (teachers, counselors, and principals) is developing a wide range of alternatives relating to the educational process.

Primarily responsible for the development of the initial precepts to be included in the curriculum, the Curriculum Writers Committee is presently constructing curricula which will be responsive to the individual needs of typical and atypical children in the same setting. The 20 curriculum writers include a university professor of education, a school supervisor, and a classroom teacher in each of the three pupil age groups which will be included in the school—preschool, primary, and elementary.





**Staff and Children's Advisory Committee meet at Project EPIC kickoff, September 6, 1972.**

Eleven specialists on this committee are recognized authorities in the fields of behavioral disorders, learning disorders, speech disorders, education of the deaf, education of the physically handicapped, mental retardation, counseling and guidance, education of gifted children, movement education, cultural arts, and career education.

At the center of *EPIC* is the Community Resources and Services Model. Its purpose is to provide a continuous, individual pupil monitoring for every child. Given

the problem, the child, his teachers, and his parents, the means will be provided to identify all available internal resources which can be brought to bear for a satisfactory solution. When internal services are not sufficient, external resources will be used. This represents the basic concept of the *EPIC* project, which is that parents and children should not be left alone to locate needed resources and services when problems exist, but that the community should stand ready to help.

## Four-Day Week for Students

The nation's first regular four-day student week (at least as far as local school officials have been able to determine) and an ESEA Title III project entitled *Individualized Learning and Responsibility Development* have been combined in such a way as to create a great deal of interest in a small rural school district in central Maine.

Maine School Administrative District No. 3 (MSAD No. 3), with its central offices in Unity and approximately 1,700 students scattered in ten sparsely populated farm communities, has received inquiries from all parts of the United States and from overseas asking about the district's efforts to bring about an effective blend of federal funds granted for the purpose of educational innovation, savings for taxpayers, a shorter school week for children, a teacher center for professional staff development, and a systematic change process involving balanced participation on the parts of parents, students, teachers, school administrators, and other district citizens.

### How the Project Began

In the fall of 1970, the MSAD No. 3 board of directors sampled the opinions of district parents, students, teachers, and townspeople concerning the most pressing needs for improvement in the schools. The results of this survey indicated a widespread interest on the part of both children and adults in developing schools better able to provide for differing student interests, abilities, and learning rates and styles. The survey also revealed general support for a school environment in which young people could learn to take increasing responsibility for their educational growth and thereby increase their chances of becoming effective lifelong learners in a world where constant learning is needed to cope with constantly changing conditions.

However, at the same time that people in MSAD No. 3 were agreeing to the need for a more individualized educational program with an increased emphasis upon student responsibility, they were also testifying to the local property tax crunch that was hitting district taxpayers with more than average severity. A scanty industrial tax source, a below-average per-capita income, and skyrocketing property evaluations partly due to out-of-state real estate purchases have combined over the last few years to help produce large jumps in annual assessments to the towns for education.

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*This article was written for the Title III Quarterly by Mr. David Day, Director, Individualized Learning and Responsibility Development, Unity, Maine.*

District directors and school administrators were convinced that indications of a widespread desire for educational improvement, along with a rapidly growing local tax burden, put MSAD No. 3 in a favorable position to receive federal ESEA Title III financial assistance. With this in mind the directors and administrators put together a project proposal based on the findings of the opinion survey completed in the fall of 1970, entitled the project, *Individualized Learning and Responsibility Development*, and submitted it for funding beginning in the summer of 1971.

The project proposal was built on a model of coordinated systems planning. A planning and coordination (PAC) committee was to give general coordination and direction to four project teams working in the areas of staff development and supplementation, districtwide curriculum revision, public relations and dissemination, and research and evaluation. There were to be parents, students, teachers, and school administrators on the PAC committee and on all project teams.

The innovative thrust of MSAD No. 3's Title III project was not any of the individual elements making up the proposal. The twin goals of educational individualization and responsibility development are being pursued by a growing number of schools throughout the country. Also, coordinated planning of one sort or another is becoming increasingly common in education as well as in industry and government. But the unique dimension in MSAD No. 3 was the effort to pursue those goals and adopt these planning procedures on a districtwide basis, with a maximum of community involvement, in a rural school district with scattered population and limited financial resources.

### Four-day Student Week Proposed

In the early part of 1971, MSAD No. 3 learned that its ESEA Title III proposal had been selected for funding. Also in the early part of 1971, the taxpayers in the district voted for the second straight year to cut the budget submitted by the directors by approximately ten per cent (the cut voted by the taxpayers during the March, 1971, annual district budget meeting was \$130,000).

The District Superintendent of Schools suggested to the district directors that one means of absorbing part of this budget cut, while at the same time providing a significant block of prime inservice staff development time important to the success of the Title III project, was a student four-day week and a Friday teacher training program. The directors explored this novel idea with district parents,

students, and teachers, and with the state board of education. After several months of study and planning, the state board approved 18 four-day student weeks for the 1971-72 school year and the district directors voted the program into existence.

Since the beginning of the project in the summer of 1971, a basic premise has been that staff inservice development objectives and activities must be planned by the teachers themselves, with constant input from parents, students, and administrators, if significant educational change is to take place. Therefore, the project staff training team, consisting primarily of teachers with some parent-student-administrator representation, plans all Friday workshop agendas on the basis of a constant reassessment of staff development needs.

In the summer of 1971, more than 20 district teachers volunteered to initiate pilot individualizing, responsibility-developing activities of their own choosing and design during the ensuing school year. They met together for an intensive five-day summer workshop, during which they invited in and interacted with educators with a reputation for maintaining successful individualized learning settings. They discussed the creation of learning environments in which children could work increasingly on their own or with one another, at varying paces, with opportunity to choose from several means of achieving educational objectives, in an informal atmosphere characterized by the arrangement of the classroom in terms of activity centers, and with the teacher functioning more as a motivator, guide, and resource person for individuals and small groups than as an imparter of information to large groups. The teachers experimented with these kinds of teaching roles and settings and began to prepare for

classroom pilot activities that especially appealed to them.

Pilot programs were begun during the fall of 1971 in all of the six district elementary schools and at the consolidated junior high-senior high complex. These programs involved every major subject area and ranged from the creation of totally different classroom environments of an open, activity-oriented nature to the gradual introduction of individualized learning units within a more traditional setting.

During the 1971-72 school year most of the Friday workshop activities planned by the teachers were of a small group nature. Consultants were brought in from nearby universities, the state department of education, other Maine school systems, and educational consulting organizations as consultant needs were identified. As the year went by teachers felt less and less need for "outside help" and came to rely on one another almost entirely for ideas, support, constructive criticism, and task leadership. Workshop activities during the 1971-72 school year dealt with such matters as the process of individualizing, classroom management techniques, visitations to schools outside the district, teacher- and company-made equipment and materials that could be of help in the individualizing process, and the development of appropriate educational objectives and evaluation techniques. Teachers have usually been free on Fridays to choose from several optional activities planned by the staff training team or to design workshop activities of their own.

#### **Favorable First-Year Evaluation**

Evaluation of the MSAD No. 3 Title III project has been largely positive both on the part of people within the district and on the part of outside evaluators. Most of

**Students help one another in relaxed environment characterized by varied pace of learning and various means of learning.**





Teacher get-together during a Friday morning workshop to work on a curriculum development project in one corner of the teacher resource center.

those questioned attribute much of the success of the project to the four hours of staff development time spent on Friday mornings and the increasing involvement of parents and students, as well as teachers, in shaping the objectives of the project, determining the specific nature of the Friday workshop activities, and translating workshop plans into effective classroom improvements.

The state visitation team that evaluated the first year of project activities listed the following strengths in its annual visitation report:

1. Widespread willingness of teachers to change from previous styles of instruction and to try approaches to individualize instruction,
2. Adequate time allocated for inservice training and the flexibility of the program which has supported and initiated changes in the school,
3. Involvement of many persons—parents, teachers, staff, etc. in project activities.

Evaluation data from the first project year was favorable enough that Maine's Commissioner of Education encouraged the district to try a second year of student four-day weeks coupled with Friday staff workshops. The district directors found that student achievement had actually improved slightly during the 1971-72 school year as measured by the district-wide Stanford achievement testing program. A community attitude study conducted under the direction of the Maine department of education pointed to general approval of the four-day student week, staff development program, and resulting changes in the schools by a large majority of teachers and students and a comfortable majority of parents.

After weighing all evaluation data, and considering the fact that district voters by a 3 to 1 margin approved the 1972-73 school budget after two years of sizeable budget cuts, the MSAD No. 3 directors voted to adopt a four-day student week for every week of the 1972-73 school year. Friday staff development workshops have been developed along the same general lines this year as last year. Emphasis this year has been upon coordinated curriculum assessment and development, sequencing of learning objectives along continuous-progress lines, creation of a centralized teacher resource center, additional implementations of pilot classroom activities, work on coordinated classroom programs in such areas as art, drug education, vocational education and career awareness, volunteer recruitment and training, educational leadership development, and humanizing activities in the schools.

### The Future of the Project

The process of moving toward a more individualized, responsibility-developing school environment is well enough established, especially at the elementary level so that the momentum should continue long after the three-year period of federal funding is over. Considerable time is being devoted this year to developing means of continuing on a long-range basis the process of coordinated systems planning, total community involvement, and regularly scheduled staff development activities that have been considered so essential to the success of the project to date.

Evaluation of the project involves weighing the advantages and disadvantages of the four-day student week and Friday teacher center activities. Disadvantages often stated for this arrangement are that some teachers feel they are not able to fit enough learning activities into the four-day student week; some district citizens believe that staff development programs should not regularly take place during the normal school day; and some parents find it difficult to provide constructive, supervised experiences for their children on Fridays.

Advantages often mentioned are that students are more rested and have a more positive attitude toward school; teachers have more time to carefully plan and implement improvement in their classroom programs; and students have an extra day for valuable growth activities in their homes, on jobs, or in optional cultural and recreational activities available in the schools and communities.

One teacher expressed a feeling prevalent in the district when she said, "I would want to see the four-day student week continued another year only if it benefits all elements in the community—students, parents, and teachers. But whatever happens to the four-day student week, I am convinced that one major key to the spirit of professionalism, enthusiasm, and commitment to educational improvement that presently exists in the district is the availability of regular periods of time when teachers can get together with one another, with parents and students, and with educators from outside the district, to work on making learning a more enjoyable, productive experience for us all."



# A Statewide Program for Comprehensive Change

Can a state fundamentally reform its education system from within? A growing number of people in New York State involved in a Title III project known as *Project Redesign* believe it can, and they cite their own efforts as evidence.

A look at *Redesign* in action would reveal a variety of activities being carried on in widely separated areas of the state. A group of state education department professionals under the direction of a future-forecaster may be talking, arguing, and considering the implications of the writings of Bertrand de Jouvenel, Herman Kahn, Alvin Toffler, and Peter Drucker. A group of teachers, administrators, parents, students, and representatives of the state education department is wrestling with the problems of reading in an innercity school system. Teachers, students, and administrators in a small rural district in the far western part of New York State are considering sweeping revision of a middle school program, including curriculum, structure, roles, relationships, and organization. Groups in a small city near the Canadian border discuss the roles and relationships of community, board, and administration in improving a school system. A suburban school system outside of Rochester, New York is considering development and licensing procedures for a community FM station and is creating a variety of minicourses for the high school.

These five situations are part of New York State's *Project Redesign*, and it is their *Redesign* context that gives these activities their substance and direction. A statewide change effort which has now been under way for almost three years, *Redesign* is aimed at nothing less than total reform in education in the State of New York in the decade of the '70's.

## Total System Reform

Many people have been dissatisfied with elements of education in America and there have been many efforts at reform. Differentiated staffing, team teaching, individualization, and open education have made changes and improvements in some schools, but at best they have been fragmented attempts at reform, missing fundamental revision of the total system.

In 1969, a group of educators from the New York State Education Department undertook the study of two basic questions: What is the mission of education in the com-

ing decade? What are the kinds of programs needed to achieve this mission in this decade and in decades to follow? The result of the study was the identification of a need for total system reform of education in New York State and the creation of new collaborative relationships between all units of the system. The action arm to carry out the reform of the total system in the new mode became *Project Redesign*.

With total system reform as the goal, the next natural step was total system involvement. This has meant that the state education department, intermediate units, and local school systems, the school boards, administration, teachers, students, and community members are all active participants.

## Getting Started

An effective change effort needs an operational philosophy, a direction, and an organizational structure. *Redesign* developed strategies to deal with all three.

Accepting the tenets of many modern theorists in organizational change, *Redesign* took as the major element of its operational philosophy a collegial and collaborative working relationship between various units of its change effort—the state, intermediate, and local systems. Equally important components of the philosophy are the elements of total system reform and total involvement.

To give the effort direction, to assure that it stood for something and was not simply a vague and general effort, time was spent developing a set of characteristics that would describe a new system of education. The *Redesigners* developed 24 characteristics which have become the guidelines for reform.

## Methodology and Organization

Resources did not permit working with all 750 school systems in New York State at once. An alternate strategy was needed, and four prototype school systems were selected from 200 volunteers as representative of types of systems found in New York State: (1) a rural school system, Cassadaga Valley in the far western part of the State; (2) a small city, Watertown, near the St. Lawrence River; (3) a suburban school system, Greece, just outside of Rochester; and (4) a large innercity school system, Community School District 7 in the South Bronx in New York City.

Also selected was a Board of Cooperative Educational Services (BOCES) prototype to work on *Redesign*. The BOCES are the intermediate level agency of the New

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*This article was written for the Title III Quarterly by Dr. William Webster, Statewide Coordinator, Project Redesign, Albany, New York.*

## CHARACTERISTICS OF A NEW SYSTEM OF EDUCATION

1. Everyone in the community has the opportunity to be a student or staff member at any time during his life.
2. The new system of education manages learning resources under its aegis and coordinates all learning experiences using community resources. Resources are continually added and subtracted.
3. The general community is encouraged to use educational facilities and resources. Facilities are open, convertible, and flexible; resources are easily available and responsive.
4. The new system of education is self-renewing.
5. The organization is flexible and responds quickly to program needs.
6. The new system of education is based on the best we know and is constantly searching for and implementing new ideas.
7. The new system of education is continually evaluated at all levels by its own operations, as well as by outside resources.
8. Staff development is a continual, integral part of the program.
9. Staff members have a wide range of functions; different staff members perform different combinations of functions which are constantly changing and evolving.
10. Decision-making power is in the hands of those who are affected by the decision.
11. Each student has an individual personal plan which is continually updated and changed as necessary to maximize his potential.
12. There are many alternate ways of attaining the goals of the students.
13. Education is continuous and open: a student may be in any program at any level in which he is capable of performing.
14. Processes rather than information are emphasized.
15. Education emphasizes human values. Establishing a positive self-concept and a feeling of control over one's environment through active participation in decision-making are major goals.
16. A range of learning experiences emphasizes direct, real and relevant experiences.
17. Education emphasizes human interaction: equipment and facilities are means.
18. Education exists to serve the needs of people in the community. It is responsive to their needs and is held accountable: failure represents system failure only, not that of students.
19. The system has zero-rejections.
20. Education functions full-time, all day, all year, is available everywhere, and provides personal educational programs throughout the student's entire life.
21. The new system of education evolves by a process through which the community has gone.
22. A stated set of goals is translated into performance objectives and learning activities based on predictions about the future, extrapolation of the past, and designs based upon what people would like their future to be, as well as consideration of today's needs.
23. The new system of education has a student population with widely diverse backgrounds.
24. The new system of education has a carefully written plan, which describes it in detail.

York State education system which provides services to school districts which cannot afford to buy the services themselves. The BOCES prototype was to experiment with ways by which a BOCES unit would be able to reach its member districts to help them in the *Redesign* efforts.

To disseminate and test the learnings from the prototypes, 50 additional school districts were selected, and a Regional Network was established. Work in the Regional Network has been coordinated by 13 Regional Redesigners placed geographically throughout the State, who are responsible for communication between the prototype and the Regional Network school systems.

### Components of Redesign

As the change effort unfolded, the work of redesigning divided itself into three areas: *Area A, comprehensive planning* which generates widespread understanding and support for the overall change effort; *Area B, action projects* which are rewarding and tangible changes and which clearly lead toward the achievement of the 24 characteristics; *Area C, management processes* which coordinate the entire effort.

#### Area A—Planning

Relating all activities and new projects to the vision of the future and to the 24 characteristics has emerged as the *Redesign* planning method. Future forecasters have worked with local systems to develop a creative view of what the new systems might be, avoiding a simple refurbishing of the present system.

Each prototype has made extensive surveys of its schools and communities. Furthermore, each system has developed a comprehensive snapshot of the future. For example, in one district 80 people, including members of the community, students, teachers, and administrators, participated in a series of seminars with futurists to help them analyze forces acting to shape the future of society. They then produced a working paper which was circulated throughout the community and reviewed by community groups such as the Grange and the Rotary. These groups made recommendations, and the final vision of the future was developed.

The steps, then, in developing a vision of the future have been: an analysis of the schools as they are, a view of what the community schools may be in the future, and preparation of a paper that identifies the major characteristics of the new system of education.

#### Area B—Action Projects

Action projects have developed early in *Redesign*. They are seen as being necessary to keep people involved and to give the project credibility. More important, action projects have been used to develop in the systems a capacity to change, while at the same time building confidence in the system to take larger and larger strides toward the total system change. Each action project has been measured against the 24 characteristics and the overall vision of the future of the system.

Among the many action projects in the *Redesign* prototypes have been the development of new courses of

study, organizing a pilot preschool program jointly with school and community, surveying and reorganizing an innercity reading program, starting an alternate high school in a rural community, and developing a community education center.

### Area C—Management Processes

Management of *Redesign* has been aware of four needs: (1) maintenance of the ongoing system, (2) relating individual projects and programs to the 24 characteristics and emerging vision of the future, (3) development of a coordinated change structure, and (4) taking steps to join the emerging new system with the existing system.

Each prototype is developing a management structure joining citizens and professionals in the change effort. This structure has taken different forms in each of the prototypes. Some district management structures have had to be changed to meet the needs of the changing process.

In each community two major management processes have been instituted: (1) the development of a year's workplan made up of goals, objectives, and activities to accomplish that workplan; and (2) the assignment workplan concept. The workplan enables the district to determine overall yearly progress and furnishes the basis for the reporting system to the community as well as the SED. The workplan concept enables each individual or group, as they begin to work, to have a clearly written assignment. They in turn develop their own workplans, with dates, times, places, and people responsible for accomplishing the work defined. There is then in operation a day-to-day monitoring system as well as a yearly monitoring system.

Giving overall direction to the project is a *Redesign* Council made up of volunteers from various units in the state education department and the Coordinators, who work directly with the prototype systems. The Coordinators' work has been extremely important, serving as liaison between the *Redesign* Council and the prototype school districts. They work directly with the prototype school systems serving as consultants to the *Redesign* effort. In addition, they keep the *Redesign* Council apprised of problems and progress in the prototype school systems.

### Learnings

The major learning from *Project Redesign* is that it is possible for a change effort to be carried on in a large state system. Evidence of this is that each prototype in the New York State system has an educational plan, and each has specific program efforts under way reflecting the new system of education. Each of the prototypes is developing the management capacity and the system capacity to deal with continued change and self-renewal.

It has also been learned that the collaborative, catalytic, and supportive role of the state education department is working; that involvement of all parts of the system is necessary for change; that simulation and futuring have been useful in developing a new system, as opposed to simply tinkering with the old system; that although a small amount of seed money is useful, large amounts of money do not seem necessary for dramatic change; and that good management and meticulous attention to small details are absolutely essential to a successful change effort.

# Personalized Learning

*Project PLACE*, a Lynchburg, Virginia Title III program, was designed to develop a model elementary school program of individualized instruction. As the program develops, a concomitant objective is to train personnel and transfer successful elements of the project throughout the school district.

The central Virginia school system chose to attack the problem of individualized instruction because of a general dissatisfaction with the system's ability to serve individual learning needs through the graded, single-subject, single-textbook, lockstep curriculum program. Previous programs appear to have inhibited continuous progress and self-directed learning. An examination of the standardized testing program indicated that many students were failing to make appropriate progress from year to year. It was felt that the quickest route to "personal education," which would challenge students at their own level of learning, was the establishment of model demonstration schools through which intensive on-the-job training programs could be conducted for teachers, administrators, and parents.

To select appropriate activities in the areas of school organization, community involvement, attitude development, instructional approaches, and curriculum goals, teachers, principals, parents, and students were invited to participate in a systematic needs assessment and exploration of what other educators were saying and doing to develop schools for the 70's. More than 60 volunteers came forward, and a year of travel, reading, discussion, questioning, and brainstorming began. The end products of this effort were a series of committee reports recommending the types of approaches which should be employed in the model program. The instructional department of the division was then charged with locating previously developed components with the recommended characteristics which could be combined into a total school operation.

The instructional staff turned to the Virginia State Department of Education, the University of Virginia, and numerous regional education laboratories for recommendations and programs. It was felt that the organization and decision-making structure of the schools should create an environment responsive to the needs of students and professional staff. The Individually Guided Education (IGE) inservice materials developed by the Institute for the Development of Education Activities I/D/E/A were

selected to provide training and direction for the school's operational environment. The IGE program features the multi-unit school (MUS-E) which initially was developed by the Wisconsin Research and Development Center for Cognitive Learning. Multilevel decision making, home-school communication, criterion-referenced learning program model, league association, multiage grouping, differentiated staffing, two-way communications, team-teaching, and action research are all employed as part of the IGE/MUS-E approach.

Lynchburg also selected two criterion-referenced instructional programs to incorporate into the model. In the area of mathematics it turned to the Center for Individualized Instruction Systems (formerly the Regional Education Laboratory for the Carolinas and Virginia) for the Individualized Mathematics System (IMS). The IMS program is a total basic mathematics approach which provides objectives, placement, pre- and posttests, instructional materials, teachers' directions, and a management system which enables a team of teachers to instruct a multiaged group of students individually and know exactly where every student is constantly. Laminated instructional materials allow re-use on a nonconsumable basis.

Since the schools already owned a wide variety of instructional materials for teaching reading, it was decided *Project PLACE* needed only objectives, pre- and posttests, and a management system. The project staff selected the Wisconsin R and D Center's Wisconsin Design for Reading Skill Development (WDRSD). The WDRSD includes all the basic elements wanted, plus a correlated resource guide which assists the staff in its utilization of its instructional materials.

To develop the learner independence and responsibility that it is felt are needed, personalized learning activity centers and teaching packages (modules) are developed by the teachers and made available to students who need the skills taught in the center. The centers teach specifically stated objectives and contain all directions, materials, pre- and posttests, and teaching treatments so that the student can be completely independent in their use. The centers support and provide alternate instruction for reading and mathematics objectives.

A psychomotor development program of Movement Education was developed locally with the assistance of Madison College. The component assists students in gaining physical control that enhances self-confidence and successful functioning in life. Specially trained physical education resource teachers work with the teaching teams to conduct the program.

Special concern was also registered for pupils who possess learning characteristics which make learning difficult

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*This article was written for the Title III Quarterly by Mr. Edwin L. Warehime, Coordinator, Personalized Learning Activity Centers for Education, Lynchburg, Virginia.*



for them in the traditional classrooms. A component was written into the project to develop a systematic instructional program so that "high-risk" children can receive appropriate learning activities in the regular unit classroom. This Early Intervention program assists the teaching team in the process of diagnosis and prescription. A staff teacher who notes the learning problem requests the assistance of the "strategist" (a teacher with special education training) to observe, test, and then help plan a variety of learning programs to teach the desired skill.

A decision was made to use two schools for models rather than one. Linkhorne Elementary, an open-space building, and Perrymont, a traditionally constructed school which has undergone some modification, were chosen because of their equivalent pupil populations in terms of size and socio-economic factors. The school system believed that evidence could be garnered to show that individualization can occur in an older building as well as a new building.

As another effort to insure exportability, portions of the programs were simultaneously installed in other schools in the city. A total of ten of the city's 15 schools joined the project. Both Title III and local funds were used in this program.

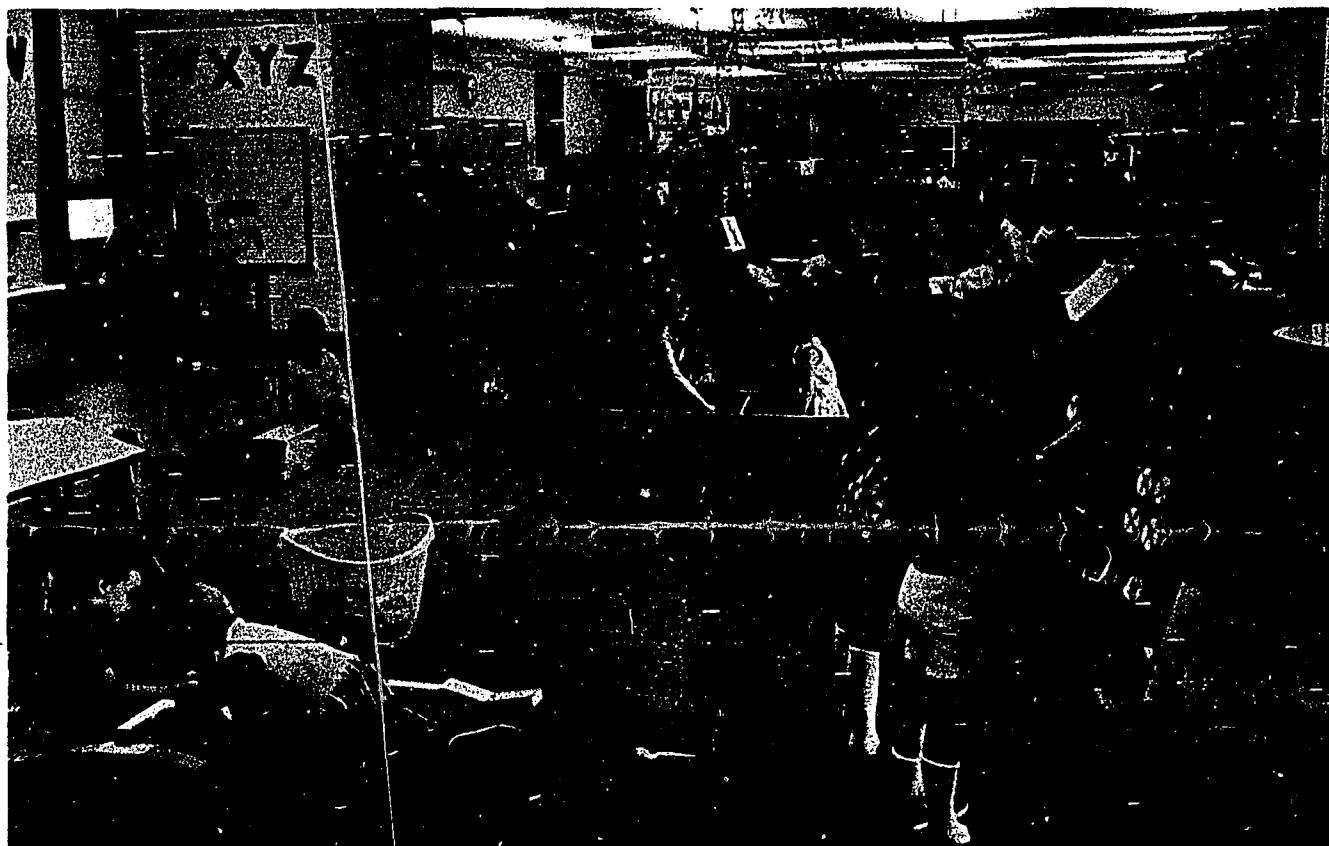
Staff selection was made and inservice training began in August, 1971, by putting more than 75 teachers on stipends for five hours per day for four weeks. Training and planning was conducted for each of the components and in the last week of August, *Project PLACE* instructed its first children.

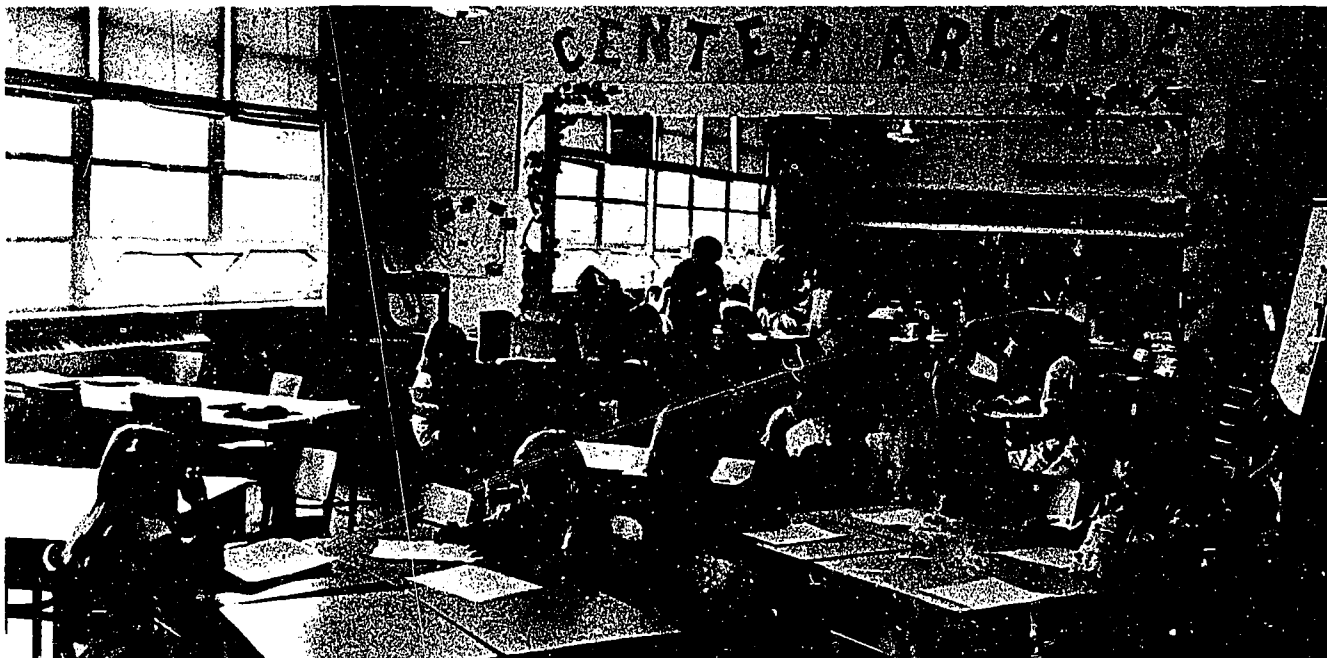
Critical to the progress of *PLACE* was the extensive involvement of parents in many phases of the project. Each of the schools organized a community advisory council. The role of these councils is to serve as a two-way communication link between project schools and the community. Basic functions and responsibilities include:

1. To assist in program planning and evaluation, including the assessment of needs and the selection of project activities and priorities;
2. To assist in the mobilization of community resources and in the recruitment of volunteers;
3. To serve as a channel for responses and suggestions for program improvements;
4. To assist in the dissemination of information about the project throughout the community.

Each of the school advisory committees sends a single representative to be a member of the project community advisory council. These representatives join with other at-large members from the community to perform similar advisory roles citywide.

Parents serve as tour guides for visitors to the project, as tutors, and as affective reinforcers and assist with material preparation, pre- and posttest scoring, and story reading. They meet with parents in nonproject schools to introduce and explain program operations and encourage involvement. Others travel to nearby communities to disseminate information. One of the major efforts of the council which will promote long-range continuation of *PLACE* programs is to hold information sessions with





school board and city council members in order to encourage local funding support.

Regular parent/teacher conferences insure a constant two-way flow of information between home and school. Unit planning included regular invitations to parents to spend time observing in the school and classroom. Home-school communication is a vital element of *Project PLACE*.

Extensive testing and evaluation is under way, and first-year results are showing an increase in the number of students who are performing at or above expectancy in

the areas of mathematics and reading. Improved self-concept and positive feeling toward school are being noted. Parents and teachers are supportive, and other schools are desirous of installing *PLACE* components. Conceivably, every phase of the elementary school will be changed by the program's activities, since new arrangements are being required for scheduling pupils, assigning teachers, distributing textbooks, evaluating pupil progress, and reporting to parents. In these and other ways, *PLACE* is making an impact on the educational process in Lynchburg and Virginia.



# Ways and Means

## Extending the School Year

*Year-Round School Project, Asheville, North Carolina*

A Title III grant to the Buncombe County Public Schools in North Carolina supports the *Year Round School Project*, which was designed primarily as a means to initiate a re-examination of the overall instructional programs of the two high schools involved in the project.

Adoption of the four-quarter calendar provided the impetus for other basic changes, the most significant of them an ongoing curriculum revision. To avoid the error of creating shorter-term courses by simply dividing the textbooks into sections and, using old methods and materials, calling it a new curriculum, the project staff has been familiarized with new techniques, materials, and theories of accountability.

The Learning Institute of North Carolina assisted in establishing a pattern around which courses of study could be developed to emphasize these innovative concepts. Through workshops and inservice activities, teachers are urged to evaluate the extent to which sequencing is necessary and to examine their goals in terms of a child-centered rather than a subject-centered program. Serious questions have been asked concerning the validity of many courses once sacred to the curriculum, and equally complex questions have arisen as to what man actually needs to know in order to survive and be happy.

The staff looked to students for input in the curriculum area, especially in English and social studies. As a result, students can now choose from among 25 to 30 courses which can make up the required twelve quarters of English, and they are able to meet their American Studies requirement through a chronological approach to history, thematic studies, problem-oriented courses, and independent studies. The changing curriculum makes greater demands upon teachers, but concomitantly forces students into frequent decision-making roles.

Other options are structured into the curriculum. Having met a minimum residency requirement (a much-debated point), and having gained the necessary hours of credit, a student may graduate from one to three quarters earlier than his classmates who elect to follow the traditional attendance pattern. There is also opportunity to attend school for varying portions of the school day, which has been of particular advantage to students who might otherwise have found it necessary to leave school in order to work part-time. A major barrier to the year-round school in North Carolina, as in many states, is found in state attendance and reimbursement laws, but as these problems are solved, the flexibility of the four-quarter year is expected to contribute to the further improvement of the secondary school curriculum.

## The Year-Round School

*Dissemination of the Valley View 45-15 Continuous School Year Plan, Lockport, Illinois*

A Title III grant to the Valley View School District in Illinois is making possible the dissemination of information regarding the *Valley View 45-15 Continuous School Year Plan*, one of the country's most ambitious and successful schemes for modifying the school calendar.

Each student in the five elementary and one junior high schools in the district attends school for 45 class days and then has 15 class days of vacation. With four rotating groups following this schedule, there are at any given time some 5,250 students in school and 1,750 on vacation. Instantly upon implementation of the *45-15 Program*, Valley View increased its building capacity by one-third; this was equal to adding two 30-room schools at an estimated cost of six million dollars.

The *Valley View Plan* was implemented after a long and careful process of planning, consultation, and involvement of affected groups. The professional staff, students, parents, and the community in general had to be introduced to this radical idea, and their reservations addressed. The present support for the program among all the constituencies in the community is testimony to the effectiveness, not only of the program itself, but of the manner in which it was introduced.

As word of the program spread, however, it became clear that this small school district, with limited resources and personnel, could not respond effectively to all the incoming requests for information and technical assistance. Hence the development of the Title III dissemination project, which enables Valley View to offer information to other school districts about the program and to plan with them for its possible implementation in their settings. The Valley View school district receives visitors, provides written information, and responds to specific questions regarding methods, problems, and financial implications of the year-round school. Follow-up questionnaires are used to determine the reasons for the initial inquiries and the extent to which the program is being adopted elsewhere.

## City and Suburbs

*Voluntary Open Enrollment for the Improvement of Intercultural Understanding in a Metropolitan Area, Rochester, New York*

In an attempt to facilitate urban-suburban cooperation and understanding, the City School District of Rochester, New York, and its neighboring suburban districts are using Title III Section 306 funds to support a program of



### *Voluntary Open Enrollment for the Improvement of Intercultural Understanding in a Metropolitan Area.*

Metropolitan Rochester's racial setting is probably similar to that of many other northern cities. The nonwhite population of Rochester city is 37.9 per cent, and increasing, while in the suburbs there are 150 white students to every nonwhite student.

A voluntary pupil transfer program was established in metropolitan Rochester in 1965, under which more than 500 city children, most of whom are black or Puerto Rican, attend schools in the suburbs of Brighton, Penfield, Pittsford, West Irondequoit, and Wheatland-Chili. On the other hand, the World of Inquiry School in Rochester city, itself an innovation funded originally by Title III, draws some 20 percent of its pupils from the suburbs. A campus school at the State College at Brockport, the Center for Innovation in Education, now enrolls children from the city, suburbs, and rural area in almost equal numbers, though originally all its children were from the college town of Brockport.

The philosophy of the Title III *Voluntary Open Enrollment* project is straightforward. If children are to function effectively in our pluralistic society, it holds, they need to be emancipated from the limiting confines of their environments, urban or suburban. All of the school districts which participate in the program believe that children should be provided with educational alternatives which allow them to have a variety of social and interpersonal experiences. Through this diversity, they can develop the ability to cope effectively with their constantly changing and increasingly complex social environments.

The *Open Enrollment* program has made strong efforts to gain the support of all its constituencies. Much work has been done with teachers and administrators. In addition, an Urban-Suburban Community Council has been formed, which draws membership from the various schools and communities in which the program operates.

Since it is a voluntary program, parents take the initiative for children's participation. Of the urban parents who have enrolled their children, 91 per cent want the program continued, and 73 per cent of them urge its expansion. Suburban support has increased substantially, to the point that 39 per cent of a sample of suburban parents indicated the program merited financial support from their own districts. The number of parents who felt this way when the project began was very small.

### **Uniting a Mountain**

*The Mountain School Project, Lookout Mountain, Georgia*

To unite a mountain by unifying its school system is the goal of the *Mountain School Project* in the Lookout Mountain area of southern Appalachia. Lookout Mountain is a sloping ridge of land which lies in three states—Georgia, Tennessee, and Alabama—and is further divided into a number of county units. There are now four public elementary schools on the mountain, but no secondary school, with the result that mountain students are dispersed into twelve public and private junior and senior

high schools located off the mountain at distances of from ten to 30 miles. Because of this lack of focus at the secondary level, the instructional program in the elementary schools is not comprehensive in scope or sequence.

The Lookout Mountain area population is diverse, including southern mountain residents who still retain pre-industrial skills, workers employed in industry and agriculture, professionals who have chosen to live on top of the mountain, and artists, writers, and craftsmen drawn to the mountain as a unique environment. The mountain includes farm land, depleted mining sites, suburban and rural homes, and vacation and recreation areas. The terrain is characterized by deep canyons and rock cliffs, and there is a varied plant and animal wild life.

Realizing the educational needs and rich resources of Lookout Mountain, a group of citizens began to explore ideas for an educational system appropriate to the region. At a large "town meeting" it was decided to seek help in the form of federal planning money. The result was a Title III project with the following emphases:

1. To restructure and develop a comprehensive educational program including innovative approaches to staff development, curriculum improvement, instructional program delivery, facility utilization, community involvement, pupil-centered programs, and interagency coordination and cooperation;
2. To find a means of setting up an administrative unit to cross both state and county lines;
3. To utilize the rich mountain environment, natural, cultural, historical, and human; and
4. To open lines of communication between the diverse human groups making up the population of the mountain.

A "Mountain School Working Conference" was held early in the project, and lay people, parents, educators from the mountain, representatives of the state and county departments of education and the Southern Association of Schools and Colleges discussed together the dream of a total educational program for the mountain. There was concern for a continuous education program, prekindergarten through adult, with parallel programs for children, teachers, and parents, all of them school-cen-





tered participants in a community-centered school. Planning continued in school faculties and parents' associations meetings, and a summer workshop involved teachers and administrators.

The problems involved in funding the program across state lines are still being solved, but in the two counties which are now actively involved in the project, one in Tennessee and one in Georgia, curriculum is being developed to meet the needs and expectations of the area's residents. Two major emphases have evolved: Affirmation of Human Differences and Development of Total Environmental Awareness. These involve a teaching staff of diverse academic backgrounds, individualized instruction, and utilization of community resources and natural resources of the region.

### **Easing the Transition**

#### *Area High School Prep Centers, Chicago, Illinois*

Bridging the gap between elementary school and high school with a comprehensive innovative orientation program is the objective of the *Area High School Prep Centers* in Chicago, Illinois. Title III funding makes possible three full weeks of high-school-preparedness activities for the eighth-graders of 24 elementary schools which feed into three Chicago high schools, in a program which brings students, parents, and teachers together in classes and workshops.

The Centers are located in sites apart from either elementary or high schools, one in a college, another in a church building, the third in a community hall. Each three-week session at a Center involves one eighth-grade class from each of three feeder schools, together with the class teachers and five to ten parents, all of whom are brought to the Center by bus each day. Nonpublic school pupils who plan to attend the target high school are also included.

After their arrival at the Center, students are reorganized into three new classes, a procedure planned to initiate contact among feeder school pupils, teachers, and parents, and to facilitate the transition to a large and varied high school population. Curriculum is structured but sufficiently flexible to allow for creative input from all participants. Vocational, ecological, and consumer education extend the regular academic curriculum in English, mathematics, social studies, and science. Staff-developed miniunits may be used by an individual pupil,

a small group, or an entire class, to study "Dollars and Sense," "The Teenager as Consumer," Teenagers Look at the World of Work," and "High School—the Today that leads to Tomorrow."

Orientation to the faculty and physical plant of the high school which the students will attend is an important part of the program. Counselors, faculty members, and students from the high school visit the Center for group guidance and for discussion of course offerings, sports, and activities.

Parents and community representatives participated in developing the original proposal for the Prep Centers, and parents are now direct participants in the Centers. In addition to attending classes and workshops with their children, they are invited to specially planned Center activities which inform them of courses, extracurricular activities, and services available to their children in high school, and which give them opportunity to examine and discuss the personal and social problems which affect students' success in high school.

### **Community Planning for Education**

#### *Staff and Community Development Program for Planning a K-12 Educational Park, New York City*

The Northeast Bronx Educational Park will serve as the focus of the community life of New York's Co-Op City, now nearing completion as one of the largest urban housing developments in the country. ESEA Title III Section 306 funds are supporting the planning and development of a K-12 educational program, with provision for coherent overall community participation in the implementation of that program.

The Education Park opened its first school in September, 1971, and now is a complex of three primary and two intermediate units, with the high school, which will contain all of the Park's central and specialized facilities for physical education, industrial arts, theatre, and communications, scheduled to open in September of 1973. The *Staff and Community Development Program* is incorporating into the curriculum the best of current methods and practices in use in the local school district (Community School District #11, Bronx), together with a continuous-progress, nongraded, deformatized, collaborative teaching approach and an application of the developmental psychology of Piaget and others, involving vertical age groupings and a developmental, nonprescriptive curriculum. There is special emphasis upon developing understanding of human diversity and cultural pluralism and implementing individualized instruction.

The project is responsible also for developing an educational organization which will tend to break down the usual separation between schools and the rest of the community. A community council was created even before the original project proposal was written and continues to meet monthly to help plan, implement, and evaluate the program and to serve as liaison between the schools and the community. In order to expand the number of occasions on which staff and community interact, the project has sponsored a series of conferences which

discuss the responsibilities of teachers and principals in education decision-making, the role of parents' organizations, the challenges to be met by the schools and how they will do so, and how the *Education Park* will evaluate its program.

The project has conducted staff training through summer workshops with parents and community leaders. In a two-week demonstration summer school, the staff was given opportunity to try out new techniques and practices under the tutelage of consultants and teacher specialists in nongraded and open education techniques. Throughout the year, inservice staff programs are stressed to carry on the work of the summer, with the intent that teachers so trained will serve as a core group within each school, helping other teachers to move easily and successfully into their new schools and programs.

### The Cities Cooperate

*Cooperative Leadership for Urban Education,*  
Nashville, Tennessee

Four urban school systems in Tennessee plan to share the results of separate approaches to an educational problem which all have in common, through an alliance known as *CLUE* (*Cooperative Leadership for Urban Education*). Under Title III funding, Chattanooga, Knoxville, Memphis, and Nashville are developing programs to deal with student apathy and student activism through increased involvement of students in their own learning processes. Each city is creating its own model, which will be shared with the other cities and can be transplanted to them.

Chattanooga chose to focus its attention on ways of stimulating student involvement in decision-making processes in grades ten through twelve. The model uses a student-faculty committee structure and employs a full-time student-faculty liaison person as an activities coordinator. A steering committee feeds problems to four standing committees which research them and make recommendations back to the steering committee. Recommendations are then presented to school administrators for action.

Knoxville also was interested in working at the secondary level and decided to involve students in the continuing development and design of an improved curriculum. The Knoxville model uses a student-faculty committee plan similar to Chattanooga's, but with standing committees set up by academic areas such as English and mathematics, with each committee meeting at least once a month. A written report of each meeting is made to all teachers and students to promote communication and bring about schoolwide participation. Central to the program are three student coordinators, one in each of the project schools, who, like their activities-coordinator counterparts in Chattanooga, work closely with students and faculty in initiating change.

In Memphis, it had been noted that young people who became disenchanted with school were often among the brightest in any given student population. Since Memphis had no special programs for the gifted at the elementary



Interviewing techniques become important skills to be learned as *CLUE* students travel into the city on fact-finding missions.

level, *CLUE* is concentrating its efforts in that city on the involvement of intellectually gifted students in challenging and stimulating learning experiences.

Nashville's metropolitan school system was particularly interested in developing an innovative social studies program which would bring upper-elementary and junior high students into active contact with their community. The city itself is a textbook, with designated "impact areas" (government, industry, etc.) to be explored and researched by students. As in Memphis, students are involved in decision-making, with the *CLUE* teacher serving as a group facilitator and advisor. Hundreds of persons in the community have become involved with the program by serving as "satellite classroom" instructors. Students travel in small groups into the city, carrying notebooks, pencils, cameras, and tape recorders; and each trip is an in-depth experience preceded by weeks of planning and preparation.

Exchange of ideas between the four cities is facilitated by a paired-schools concept in which project schools in each component are paired with nonproject schools in each of the other three systems, and principals and lead teachers from a paired school visit and observe the companion school. Also, each city has its own interchange committee, which keeps the school system informed concerning activities in the other systems.

The transference of processes developed in a *CLUE* component to other systems is integral to the project's design, and by the beginning of the 1972-73 school year five such transplants had been made and four specific process models for student involvement were being used successfully in designated project centers throughout the state.



# A Support System for Open Classrooms

The current excitement over the open-classroom alternative to traditional education has only heightened awareness of the need for appropriate teacher education and support. In contrast to established training programs, marked by the terminal bachelor's or master's degree, what open education requires is a kind of teacher education that is not only continuous but is selected by the teacher herself to suit her own professional development. A timely response to this need is a new Title III-funded program, the *City College Advisory Service to Open Corridors Workshop Center for Open Education*, shortened by common usage to *Workshop Center for Open Education*.

From the opening day ceremonies on October 28, 1972, when over 500 persons braved a dreary, rain-soaked Saturday morning to fill the Great Hall of City College high on a hill in Harlem, to the present writing, the Workshop Center has had attendance figures (approaching the 2,000 mark) that confirm the vision and the hopes of this first federally funded program of teacher training and parent orientation for open education. On any weekday afternoon, beginning at one o'clock, participants and visitors make their way through the once-grimy halls of the old neo-Gothic building, now lit up with brilliantly colored murals of children's work culled from neighboring Open Corridor classrooms, and into three cavernous rooms which originally housed the City College physics laboratories. There, transformed by paint, polish, and imagination, new spaces beckon and invite use, in a color scheme of royal blue and mustard yellow with touches of orange and buff. For browsing and private conversation, a carpeted area has curtained windows, a sofa, shelves filled with books and vases with flowers, and walls covered with woven hangings, watercolors and mounted photographs. A darkroom is complete with equipment for simple photography work; there is an inkle loom for weaving; an attractively arranged collection is heaped high with take-home materials; two long library tables can be used for conferences or pushed away to make room for chairs for large-group meetings or a film showing, or for the choreography of students of movement; several low modern cabinets display musical instruments; and, finally, there is a section of familiar old-fashioned slate blackboard. In another room, reached

through a narrow closet resurrected for glass-door storage of supplies, four of the original lab tables still stand, their gleaming maple tops now waxed and overflowing with regularly changing displays of materials—clay, fish tanks, cooking appliances and ingredients, terrariums, etc. The walls here are festooned with samples of work completed, with questions written large on cardboard as starters for new work, and with suggestions marking the way for a novice. Collages abound, mobiles swing from the ceiling lights, and along the walls a dozen bins are handily set out to hold a selection of small objects (from bottle caps to Cuisenaire rods) that serve as additional starting points, the bins flanking low tables for work with sand, with water, and with wood. It is a place brimming over with color, with variety, with movement suggested by the multitude of sizes and shapes, a place of learning.

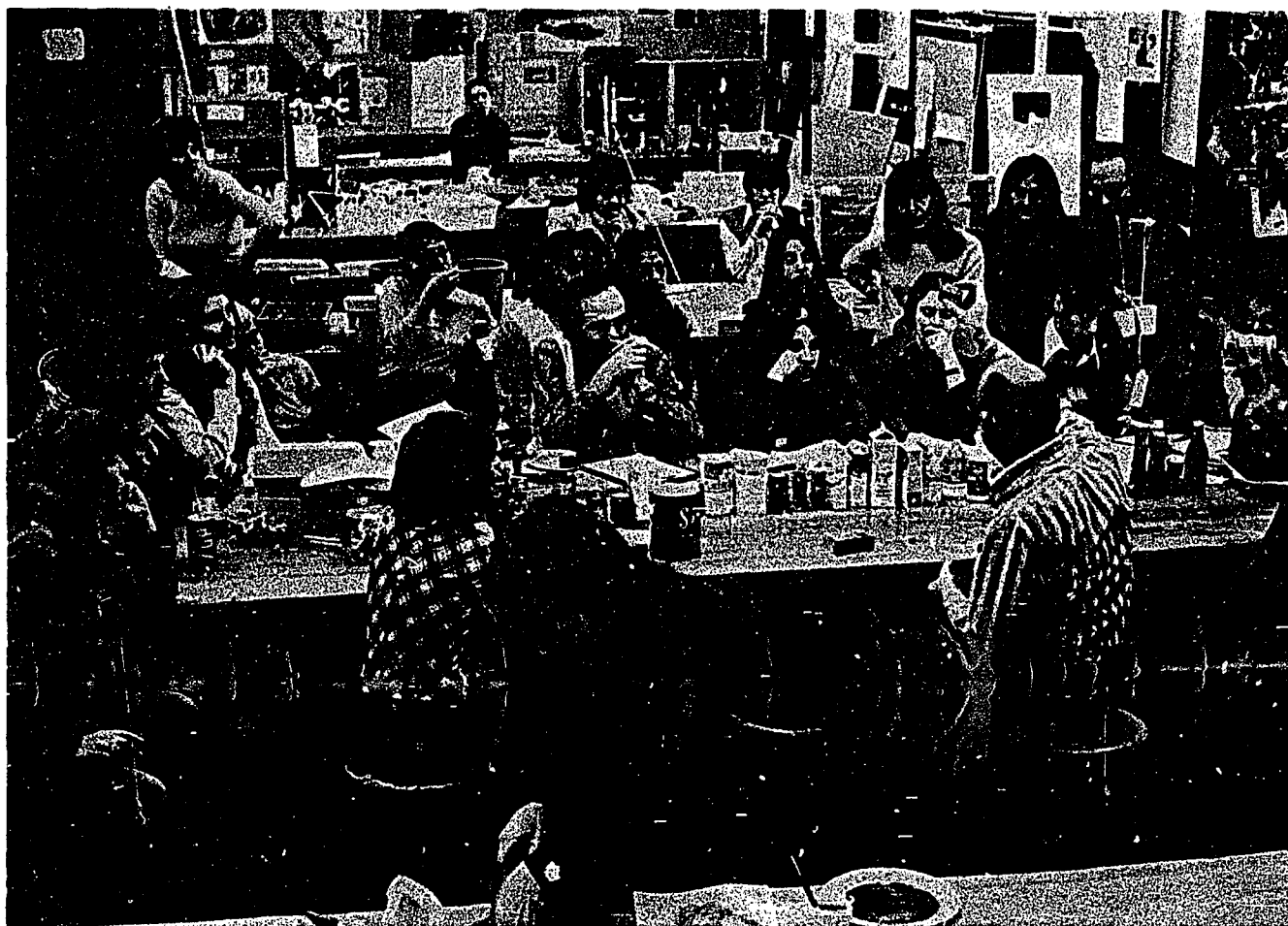
Emphasis on physical appearance is a deliberate aspect of the project's total overall development and approach. From the date of receipt of the Title III grant award in August to official opening day, two full months were given over to planning, ordering of supplies, and plain hard work, to produce the setting described. By their time and effort invested in this stage, the staff, including the director and the office help, succeeded in converting bleak, institutional surroundings into a warm, human, inviting facility—a feat that clearly transmitted a message to all those who must start with the often sterile settings of our urban public schools. Rooms 3, 4, and 6 in Shepard Hall of City College now furnish a master lesson in how to change the seemingly unchangeable into the kind of environment that should form the physical base for open-classroom learning and teaching.

## History

Although the *Workshop Center* is a brand-new resource for all teachers, administrators, paraprofessionals, and parents who are interested or involved in open education in the New York City area, its program and objectives grew directly from the activities of the City College Advisory Service to Open Corridors, founded and directed by Professor Lillian Weber. The Advisory Service was established in 1970 (with the help of Ford Foundation funds) to train advisors to the staffs of Open Corridor programs. These, in turn, had been set up in 1967, when Professor Weber, fresh from her one-and-a-half year study of state infant schools in England, pioneered in transplanting and adapting the best of English informal or open education practices to an urban public school in this country. The

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*This article was written for Title III Quarterly by Ms. Ruth Dropkin, Managing Editor, Workshop Center for Open Education, New York City.*



**Saturday Math-Science Workshop at the Workshop Center for Open Classrooms getting ready to make comparisons of weights and volumes of dried food products.**

pattern of her work in one school in the heart of Harlem is now being replicated in 12 schools in Manhattan. For more than 90 teachers, paraprofessionals, and parents who are voluntary participants in these new communities of classrooms, the Advisory Service provided, and continues to provide, on-site support, working alongside teachers in classrooms and meeting with them after school hours.

By the spring of 1972, it was evident that this single development in New York City public schools, even though it was based strictly on the voluntary enlistment of teachers, principals and parents, was galvanizing hundreds more to new effort for an alternative to traditional schooling. Well over 3,000 observers were recorded in Open Corridor schools during the 1970-72 school years. In addition to the teachers who had gotten underway in opening their classrooms with the help of advisors, there was now a growing number who were trying, without advisory support, to take first steps toward open education. Both groups, it became clear, would need continued help and reinforcement, as would parents, cooperating supervisors and paraprofessionals, and even custodians. For open education demands of its practitioners a profound rethinking not only of the craft of teaching but of the

nature of children's learning. It demands as well the kind of active retraining that is provided for most effectively in the workshop format. Moreover, growth and development need to be sustained through the interaction of the experienced, the committed, and the informed with those reaching out to cross this new frontier in education. Thus, the twin histories of the Open Corridor program and of the Advisory Service, providing as they did a background of four years of study, observation, and experience, culminated in the creation of the Workshop Center.

### **Objectives**

The Workshop Center sets forth, not the "terminal" goals usually announced by traditional agencies of teacher education, but rather those objectives that are more properly referred to as "process," "growth towards," or "increasing capability." The real-life situation of open education in New York City public schools made it all too clear that change does not occur in the course of one or two workshop activities. In fact, the history outlined above is full of examples of uncertain exploration or thinking about change, with small changes occurring perhaps in only one area for the first few months of working



in an open situation. To meet the demands of open education, most teachers need at least a two-year period to grow in understanding and skill. Furthermore, whether they are experienced or beginning, teachers who work in an open way are looking for ways to continue their professional development.

Project objectives, then, are tailored to provide assistance in the main areas of need. These correspond closely with the main areas of the changes that spell out open education:

1. From whole-class organization to decentralized organization in which the teacher facilitates, responds to, and extends children's individual and small group experiences and use of materials.
2. From planning based on prescribed subject areas within specific time blocks to planning based on observation of children's interests and of their use of materials.
3. From recording for the purpose of comparing and assessing children's performance on tests made up of predetermined responses to the prescribed syllabus to a style of recording that helps a teacher to remember, reflect on, and become conscious of the meaning of a child's actions.
4. From institution—or system—support in which the teacher often works alone and isolated to the point where the teacher's own efforts lead to increased assistance or participation by other teachers and the administration.

These overall objectives are so adjusted to individual needs and levels that the *Workshop Center* in essence caters to participants at any and all steps of the continuum of change—teachers, principals, or paraprofessionals, student teachers hoping to begin, those who have begun with some or even full support, and those who choose to consolidate their learning. The *Workshop Center* offers opportunities to all these groups—and to parents (and even grandparents!)—to set foot in, to find their way, to grow and develop in the new world of open schooling.

### Activities

The three-room facility described earlier is the setting for workshops, lectures, demonstrations, large and small group meetings, film showings and videotaping, library use, and dissemination. The *Workshop Center* publishing program has as its main feature the release of a quarterly journal, *Notes from the Workshop Center for Open Education*, a 36-page offset publication that deals with practical and theoretical problems in open education learning and teaching, classroom management, and curriculum materials. Each issue reports on experiences, inventions, and suggestions drawn from teachers and advisors working in open classrooms and from staff experience at the *Workshop Center*. Interviews, book reviews, bibliographies, and a calendar of *Workshop Center* ac-

tivities appear regularly. As with all other *Workshop Center* offerings, dissemination products, which also include special curriculum bulletins, occasional papers, and position papers, are distributed free of charge to all who request them in writing.

Private and individual consultations make up a good part of unscheduled activities. Teachers and parents who want a chance to air their problems need only arrange an appointment with the appropriate staff person. It is a simple matter, also, for a teacher who has begun work on her own project to arrange for time and space to complete it. Finally, the *Workshop Center* is available for off-hours use by City College students and faculty as well as community people concerned with open education.

Each month, a new series of workshops and related activities is scheduled. Planning for these, which constitutes a good portion of the time assigned to one staff person in consultation with the others, is based on the staff's assessment of participant response. This response, in turn, is gauged not only by attendance figures but by meetings with individuals or groups of participants, observation, and staff recording. Consultants as well as staff members generally lead the scheduled sessions, though on occasion teachers or parents who wish to share their learning are invited to take over. Registration is limited to an attendance of 50 for each session, the number of places available. A few sessions are repeated to give people who missed out on earlier dates a chance to attend later on. A monthly calendar listing is distributed to participants and others on the project mailing list. Registration, which is required in advance, is conducted by phone or in person. *Workshop Center* hours are set for 1 to 8 p.m., Monday through Thursday, and on Saturday from 10 a.m. to 2 p.m. At any time, between 3:30 and 7 p.m., Monday through Thursday, any participant is welcome to work on individual projects. Fridays are reserved for staff meetings and seminars, special consultations, and Advisory Service conferences.

In many ways, the *Workshop Center for Open Education* marks a break-through in teacher education facilities. Not only the design but the day-to-day functioning of this Title III project bears the promise of providing the prototype for other centers now being contemplated for teachers in public school settings. Committed as it is to the alternative of open education, the *Workshop Center* reproduces and thereby illuminates those qualities that distinguish open from traditional practices in classroom learning, is informal yet structured, free though planned, accessible but also able to provide conditions for privacy. Above all, the program and its staff remain responsive to the people they serve, alert to participant requests and needs, and ready within the limits of budget and human energies to give aid, sustenance, and hope to those who cross the old shabby threshold of City College each week.

# Cooperating for Individualization

In February, 1970, four widely separated school districts—Green Bay, Oshkosh, Neenah, and Madison—cooperatively initiated the *Wisconsin Consortium for Individualized Learning* project under a Title III, ESEA, grant. The thrust of the project was to support individualized learning at the secondary level, with major emphases upon curriculum modification and behavioral change in students and teachers.

To achieve this, the following goals were identified for the project:

1. The development and dissemination of curricular materials for teachers and students in the form of learning activity packets based upon behavioral objectives.
2. The development and dissemination of materials and data for student self-initiated learning.
3. Initiation of a staff development program to bring about behavioral change in teachers consistent with the needs of individualizing learning.
4. Development and initiation of a model for a central state-wide bank of teacher-oriented instructional materials.

At the outset of the project a liaison committee was established to plan and coordinate all activities of the Consortium. The committee consisted of a Title III consultant, the project director, and a representative from each of the four participating districts.

In the project's first year, 83 public and parochial teachers were selected to write learning activity packets (unipacs), based upon the objective approach to instruction. Participants were selected on the basis of proposals submitted and individual district needs.

To launch the program, two inservice programs were conducted. The basic objective of the first was to meet individual teacher needs relating to knowledge of and ability to write objectives in behavioral terms. The second was devoted to the actual construction of unipacs and was structured so that all participants received writing experience.

In the project's second and third years, participants were again selected on the basis of proposals submitted and of individual district needs. For those teachers new

to the project, inservice training similar to that of the first year was provided. In addition, sessions were scheduled to discuss role change of students and teachers and concerns of implementing an individualized program such as grading, reporting student progress, keeping records, and scheduling students.

During the summer months of each year, following the inservice sessions, selected teachers were contracted for approximately fifteen days to develop the unipacs. Within each unipac the objectives are stated in behavioral terms which are observable and measurable. They specify the performance expected, the conditions under which it will be performed, and the degree of proficiency to which it must be performed. Learning activities are developed for each objective and provide for varying styles of learning. Related quest and in-depth activities are included. When appropriate, self-tests are designed for student self-evaluation to assist him in determining whether or not he has mastered each of the stated objectives. Posttests are written for final evaluation by the teacher.

The following is a detailed outline of the unipac format:

## TEACHER SECTION (when appropriate)

1. Instructions to the teacher
2. Major concept(s)
3. Behavioral objectives
4. Instructions for evaluation
5. Answer section(s)

## STUDENT SECTION

1. Pretest (when appropriate)
2. Instructions to the students
3. Major concept(s)
4. Subconcept(s) (when appropriate)
5. Behavioral objectives for each concept
6. Learning activities for each objective
7. Quest or in-depth (when appropriate)
8. Multi-dimensional references and resources (when appropriate)
9. Provisions for student feedback
10. Self-test (when appropriate)

## POSTTEST

The unipacs provide the means for each student to progress at a rate in accordance with his ability, interests, needs, and motivational patterns. They become concise

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*This article was written for the Title III Quarterly by Mr. Gerald C. Whitehouse, Director, Consortium for Individualized Learning, Green Bay, Wisconsin.*

lesson plans for students, with provisions for student decision-making and involvement in the learning process.

In utilizing the unipacs, a pretest is normally taken by the learner prior to undertaking the learning activities for a given unipac or set of objectives. Each test question measures the attainment of a particular objective. The results provide the basis for making an assessment as to where the learner is in relationship to the stated objectives, and the appropriate learning activities are selected for the nonmastered objectives. In situations where the results clearly indicate complete mastery of the objectives, the learner is permitted to omit the learning activities and proceed to the next unipac.

The learning activities in each unipac offer as many varieties as are practical and resources permit. All students experience learning activities which are appropriate to them in the acquisition of the behavior specified in the behavioral objective. Each activity is keyed to a specific objective.

In many unipacs, depth and quest activities are suggested for those students who have a desire to go beyond the limits of the structured unipac.

Upon completion of the learning activities, each student has the opportunity for self-evaluation (self-test). It is designed to give the learner the feedback necessary to enable him to decide whether to move to the posttest and completion of the unipac or to return to the learning activities to master the stated objectives in the unipac. The self-tests assist the learner and the teacher in assessing progress toward behavioralized goals.

The student is given the responsibility of deciding when he has satisfactorily mastered all the objectives and is ready to take posttest. The posttest is similar to the self-test in structure but is administered by the teacher or a paraprofessional. If the learner demonstrates that he has achieved the minimum standards for each objective, he is directed to the next unipac. However, if he does not meet the minimum standards he is directed to appropriate learning activities related to the non-mastered objective(s).

With emphasis upon "learning," the student is actively involved in the learning process and has an opportunity to seek questions as well as answers. The learner develops skills which enable him to identify problems and to find appropriate resources for solving the problems. He becomes the creator of his own learning as he synthesizes the interpretation of his own activities.

The unipac method of instruction does not place all the responsibility for learning on the student. The teacher is an integral part of the learning process. He is constantly interacting with students—analyzing student progress—diagnosing learning deficiencies—directing the learning process—designing learning experience to meet individual needs—and evaluating attainment of the stated objectives.

To assist teachers in the development and implementation of an individualized program, a *Guidebook for Teacher Use in Individualizing Instruction Through Use of Unipacs* was produced. It includes the rationale for use

of unipacs, an exploration of the unipac format, instructions on how to write and use a unipac, the roles of students, teachers, administrators, and the community, concerns of individualization through use of unipacs, evaluation forms, and bibliography.

During the three years of the project, 151 teachers participated in the project. Their efforts produced over 1,800 unipacs in the areas of art, business education, foreign languages, home economics, mathematics, science, industrial arts, music, social studies, and language arts. It is estimated that over 30,000 students in the four participating districts have received benefits from the unipacs produced.

In February, 1973, a state bank of unipacs consisting of materials developed by the Consortium was made available to all interested Wisconsin teachers by the Wisconsin Department of Public Instruction. Materials are for loan only, though unipacs may be copied. On making a request, a teacher receives a master list containing general information or specific information in a subject area. She is asked to indicate the unipacs she would like to receive and to return the list to the Title III office. Materials are sent for a loan period of one week. Users are alerted to the fact that their implementation requires the use of new techniques and skills and new classroom procedures, calling, for example, for much pupil involvement.

There are other indications of the program's success:

1. Emphasis within educational programs is placed on "learning" instead of "time."
2. Students are allowed to progress at a rate which is in accordance with their ability, interests, needs, and motivational patterns. For example, the lowest grade given to a particular geometry class of 204 students, by a team of teachers using unipacs, was a "C." However, it took some of the students more than one year to complete the course, while some students completed the course in less than one year and were channeled into the next course or other academic areas.
3. Surveys indicate that students using unipacs have a better attitude toward school.
4. Over 150 teachers who were not directly involved in the project are using unipacs written by Consortium participants.
5. Hundreds of letters have been received requesting materials produced through the Consortium project. Many outside school districts are utilizing the materials.
6. The *Wisconsin Consortium for Individualized Learning* has been selected as one of the outstanding Title III, ESEA projects in the State of Wisconsin for the 1972-73 school year.
7. Establishment of a state bank of unipacs which are available to potential users within the state of Wisconsin. All materials incorporated in the bank have been evaluated for quality.
8. Personnel within the project have served as resource persons and/or leaders in inservice programs throughout the State of Wisconsin and in several neighboring states.

# Training Teachers for Open Education

All new public elementary school construction in the District of Columbia in the years 1971-1975 will include open-space facilities. Aware of the fact that "open space" is a physical concept, not an educational program, the District schools saw the need for training teachers to function effectively in the open classrooms. The *Training Center for Open Space Schools* was created under a Title III grant in 1971 and has since passed through five "cycles" of development, in each of which it provided instruction for the staff of a new or remodeled elementary school which was instituting open classrooms, while at the same time developing its own role as a model training center.

With "open space" defined as a large area with minimum obstruction to the flow of people or materials and a minimum of visual isolation, containing flexible, easily moved furnishings, with noise controlled by carpeting and sound-absorbing ceiling materials, the *Open Space Center* in its first operational cycle proposed a series of behavioral goals for its training activities for teachers who would work in such facilities. The strength of the training model and the practical value of the training offered were seen as depending on the successful implementation of the following:

- Planning the use of open space with flexible interiors and assessing the effect of open space on teachers and students.
- Designing and adapting curricula for use in open-space schools.
- Designing and adapting administrative procedures for use in open-space schools.
- Creating and integrating new duties and responsibilities for all school personnel (including paraprofessionals and volunteers) and for parents and students.
- Designing and implementing techniques for scheduling students, teachers, and hours of instruction.
- Participating in joint planning activities and practical projects to reduce the credibility gap between teachers, parents, citizens, and students.
- Designing new facilities maintenance techniques as a means of providing teachers, parents, students, and citizens with some practical skills and understanding of building use.
- Coping with role demands and creating role changes for users of an open-space facility.

- Adjusting to notions of accountability for student progress by teachers, parents, citizens, and students in an open-space facility.
- Developing an understanding of open-space concept and facilities.
- Developing an information and evaluation (diagnostic) system which codes available materials to behavioral objectives and which permits measurement of the student's ability level.

The Center's first training program was conducted at an elementary school in which an open-space addition housing all third-grade pupils had just been opened. Four third-grade teachers, three special resource teachers, one supervisor, and one administrator created teaching teams and developed a master schedule for each team which enabled teachers to schedule resources, supplies, equipment, and activities for their most effective use and to fully utilize the talents of individual teachers. This new function of the open-space team increased the interdependence and cooperation essential to open space operation.

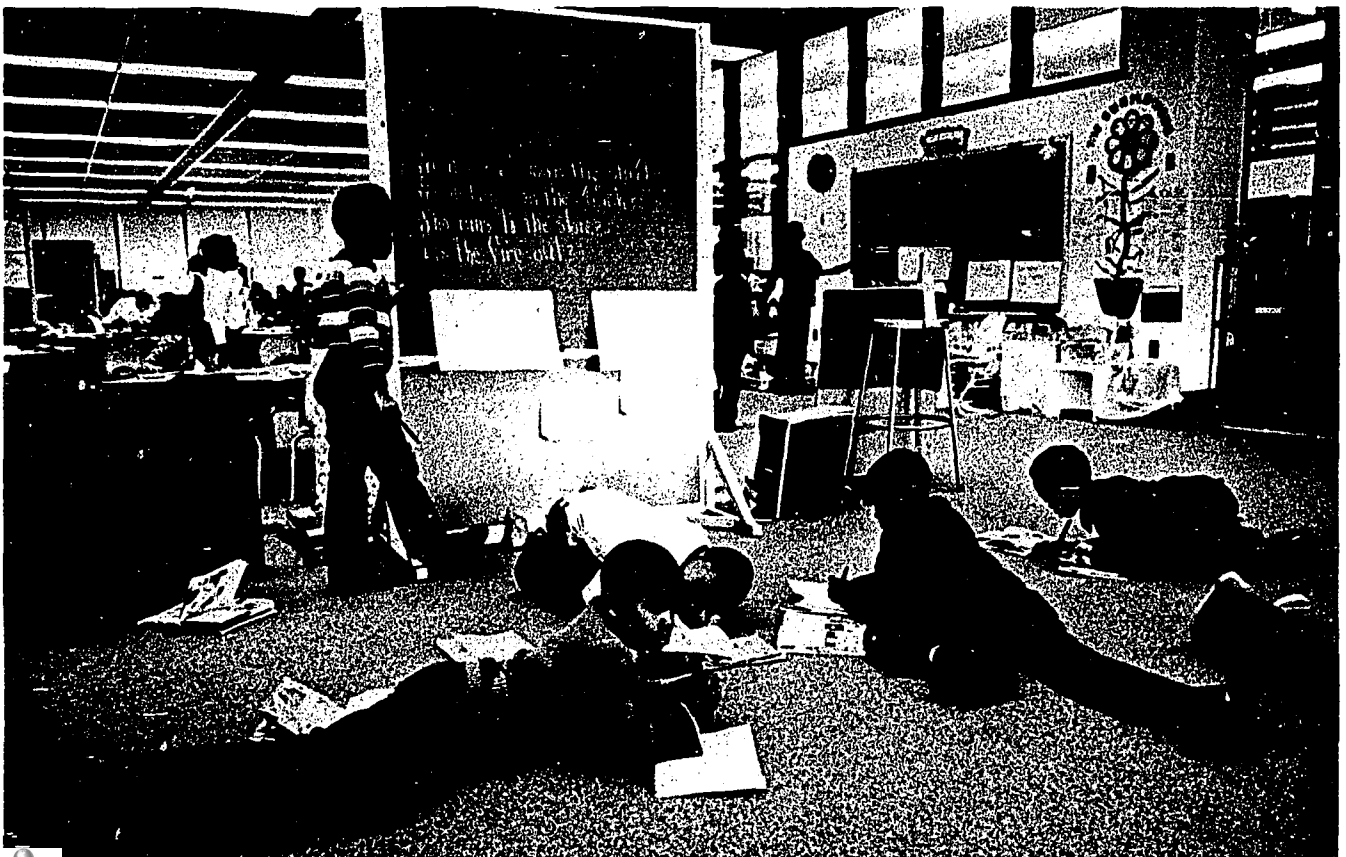
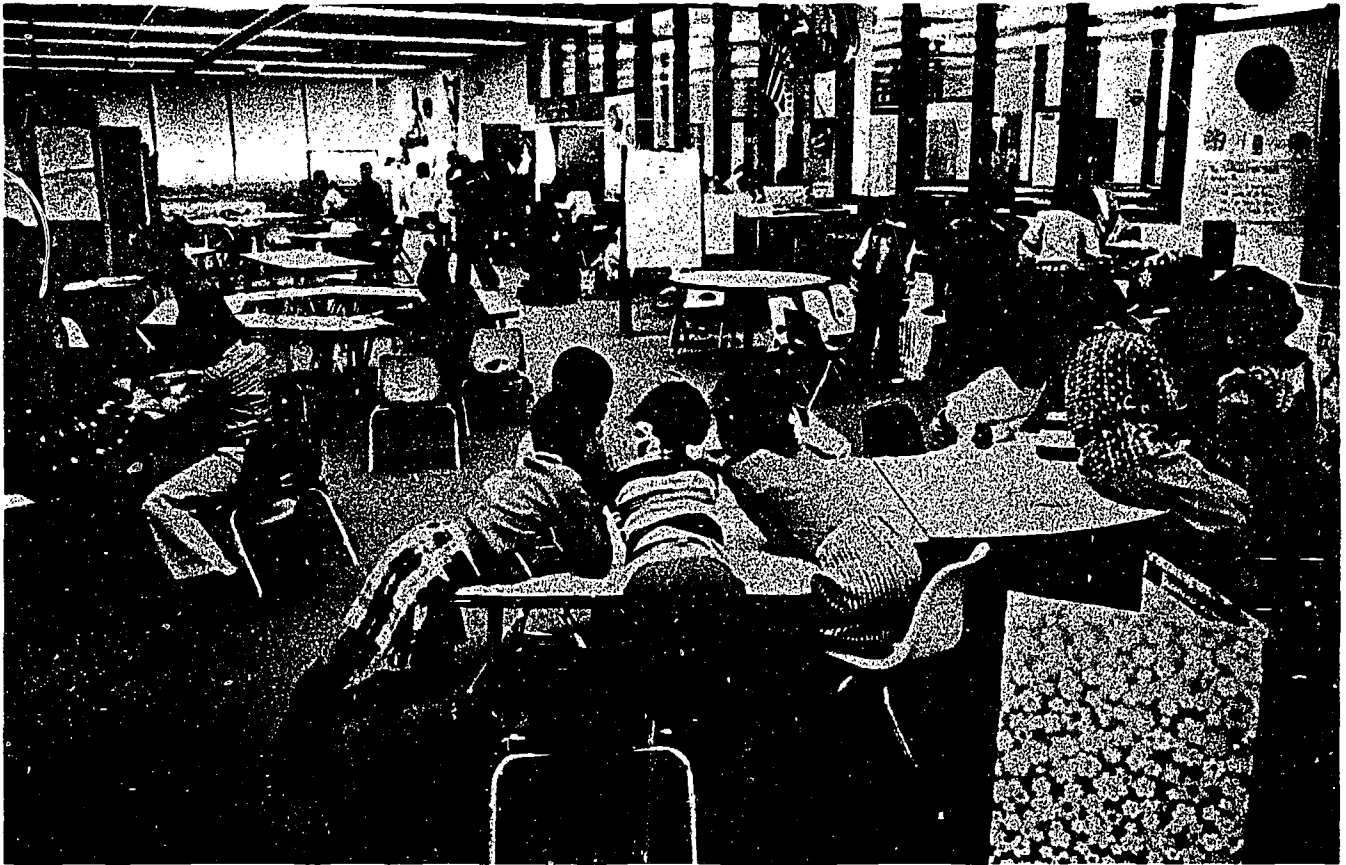
In its second cycle of operation, the Center refined the prototype developed during Cycle I, with special emphasis on skill development, diagnosis and prescription, behavior modification, individualization, and team effectiveness. Working this time with 27 teachers from four elementary schools, the training began with preparation for physically setting up an open space facility, with participants and consultants arranging miniature furniture on a floor plan and discussing innovative ways of utilizing available furniture. In this five-week summer session, the first week was devoted to an orientation to the concept of open space, organization of the facility and teams, and a two-day workshop in the use of reading and language programs.

Cycle III was initiated in January of 1972, in the first completely open-space facility in the District of Columbia Public Schools. Here the staff to be trained had volunteered to teach in the new school and had been selected by a special panel; it consisted of 17 classroom teachers, and a full-time librarian, a full-time science teacher, one counselor, and four part-time teachers in reading, art, French, and music. Curriculum created and adopted during this session was organized into learning centers in reading, language, art, science, and mathematics, and the multilevel school building was also divided into learning centers, with the first and second grades on one level, the

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This article was written for the Title III Quarterly by Mrs. Marion M. Simons, Supervising Director, Training Center for Open Space Schools, Washington, D.C.





third and fourth on another, and fifth and sixth grades on a third level.

During this training phase, the community was involved in a number of ways. Parents were welcomed to visit the school throughout the day, community leaders were invited to a get-acquainted hour with the staff and a tour of the facility, an evening openhouse was attended by 500 parents and children, university officials visited to discuss placement of student volunteers at the school, and an exhibit of new materials and equipment was open to teachers from throughout the city.

After the students who would attend the new school were transferred there from three other elementary schools in accordance with established boundary guidelines, teacher training continued in the form of released time for team planning, curriculum development, and evaluation of the training program, on a one-day-a-week regularly scheduled basis. These weekly seminars were considered essential to the continuing development of the staff.

In the fourth cycle of the Center's program, in the summer of 1972, the staffs of two more elementary schools which would operate as open-space schools in the fall were organized into instructional teams in reading, mathematics, science, and art. Although the program was conducted during the summer, children were scheduled into the centers as part of the training activity. Teachers and administrators were asked to concentrate on six areas: diagnosing and prescribing, developing curricu-

lum, scheduling, observing, reinforcing positive behaviors, and developing a team process. Teacher trainees received college credits for their participation in this session.

Cycle V was initiated at a new elementary school addition in October of 1972, and training was conducted on-site with one week of full-time intensive training, followed by one-day seminars for each of the next six weeks. Substitutes were hired for teachers during these times. As part of the training, teachers organized themselves into two teams, one primary and one intermediate. They selected team leaders, and students were assigned to the teams, with individual teachers volunteering to work in specific subject areas such as reading, mathematics, or science. An important part of this training program was the "phasing in" process, by which teachers phased into the open classroom activity by levels, two or more teachers and their pupils each week, with the higher grades phasing in first.

From its activities to date, the *Open Space Center* has reached the conclusion that a real situation is the best training device—setting up and operating an open-space education program with students seems to lead to sound educational practice after the training is over. Also, teacher trainers who have experience in setting up and operating a real program are the most acceptable to trainees. Finally, and not surprisingly, it is clear that administrative support from the school principal is absolutely essential to the successful operation of even one or a few open classrooms in any school.

## Ways and Means

### A Model for Inservice Education

*Disseminating the Free Learning Environment, Pittsburgh, Pennsylvania*

The adoption of new approaches to education creates the problem of inservice training for teachers and administrative staff. In Pittsburgh, Pennsylvania, a model for open education called "The Free Learning Environment Program" (FRELEA), which embodies the concepts of active, developmental, and pleasurable learning by involvement and interaction, is available to the public schools. To assist teachers and administrators in making the change to informal *FRELEA teaching*, a three-phase inservice program has been designed under a Title III grant.

In the first phase, orientation, participants are encouraged to develop an accepting attitude toward the program. Implementation, the second phase, develops the teacher's skills in the *FRELEA* techniques and curriculum;

and the final phase, internalization, encourages the teacher to initiate behavior because she values it.

The project utilizes the services of a peer teacher who has had success as a *FRELEA* teacher. She works with supervisors and workshop staff in preparing workshop sessions, and she also works in classrooms at the request of teachers. She may set up a learning center, tutor, work with individual students, confer with teachers. In all situations, she models good *FRELEA* teaching and provides between-workshop support for teachers who are trying new ideas and techniques.

A volunteer program is a strong component of the project. More than 100 parents have been trained in *FRELEA* procedures and have become important resources to the teachers. Often they bring special skills and materials to enrich the program, but most importantly, they constitute an informed and articulate lobby for dissemination of the program's objectives.

Teachers new to the *FRELEA* program receive a week of orientation in the summer or, alternatively, attend a

nine-week credit course after school hours. Staff development then continues in workshops offered one day a month throughout the school year, with teachers released from their regular duties by the use of substitutes. The inservice design takes approximately three years to complete and utilizes a teacher training center with a workshop staff which includes a multimedia specialist, a child development specialist, a research associate, and a materials designer.

Although the *FRELEA* program is stated in three phases, it is intended to be sensitive to the individual teacher's needs, and growth will not necessarily proceed in the orderly steps which have been listed. There is much spiraling among the phases and objectives, and teachers may spend as much or as little time as necessary in any phase of their development.

### A Systems Approach

#### *Center for In-Service Education, Oak Ridge, Tennessee*

Tennessee's *Center for In-Service Education* is designed to develop a systematic way to help teachers meet the complex demands of modern educational materials and techniques. Twenty-three school systems affiliated with the Title III-funded *Center* receive mobile assistance programs and services; workshop, institute, and conference services; information and materials programs and services; and evaluation programs and services. The *Center*, housed in a former military barracks in Oak Ridge, is central headquarters for program development and dissemination.

The operational objectives of the *Center* are to implement and demonstrate a comprehensive inservice model, to provide coordinated planning of inservice education for participating school systems, to directly assist regional instructional personnel in implementing changes in the classroom, to provide a continuing series of workshops in areas of critical need, to design instructional programs aimed at improving teacher and pupil behavior, to provide information services for staff of participating schools, to initiate comprehensive and continuous evaluation of the inservice programs of participating schools, and to refine and adapt the inservice model for general application in the state of Tennessee.

In a "hands-on" approach to staff development and teacher retraining, the project has developed a technique for using the mountain dulcimer as a motivational tool in reading and language arts programs, created simulation gaming procedures which reflect the complexities of real-world problems, encouraged the use of constructions developed by teachers and students, and experimented with readily available and inexpensive new media for art and related programs.

Each phase of the *In-Service* model's implementation is adjusted to the specific conditions or status of each participating school system. After the delivery of more than 500 demonstrations of the model and the return of extensive feedback from participants at all levels in the

educational process, 60 per cent of the participating schools have adopted the model as a guide to continued improvement of their inservice activities, and an additional 28 per cent has adopted one or more of the model's components.

### Steps Toward Individualization

#### *Institutionalizing Innovations in Oregon Small Schools, Salem, Oregon*

A Title III project designed to help teachers and administrators in small school districts to individualize their instructional programs, the *Oregon Small Schools Program* serves high schools of 350 students or less, and the elementary schools which feed into them, on a voluntary membership basis.

Created originally to offer the personnel of small schools strategies, curriculum materials, and organizational patterns for implementing individualized learning, the project found that many of the components of individualizing which had been stressed by the program were not being implemented by the member schools to the degree anticipated. It was believed that it would be helpful to offer a well defined and described model program so that schools could measure their progress against the model.

A 15-member project policy committee approved a plan called "Steps Toward Greater Individualizing," drafted by the Oregon State Department of Education, which moves from statewide setting of priorities, definition of individualization, and setting of measurable goals, to statewide development of assessment tools and implementation of statewide assessment; then to major activities such as training sessions, administrators' conferences, and direct consultative help to local districts; and finally, to anticipated statewide evaluation of the outcomes of the program.

The *Small Schools Program* adopts the philosophy that there is no single standardized approach to individualizing instruction, and that a school must take many factors into consideration in deciding what best meets the needs of its students. The program stresses that teachers must be allowed flexibility in adopting and implementing the type of individualization which is compatible with their backgrounds, expertise, and interest; but it is also stressed that school administrations should exercise initiative to gain total staff support and commitment and to establish short- and long-range priorities for curriculum change and staff utilization. Piecemeal individualization frequently causes problems for both students and staff.

Under the *Small Schools Program*, some Oregon school districts have gained local school board commitment to totally individualizing the schools within five years, others have implemented or improved individualized programs in certain subjects or at certain grade levels, and some districts have set up pilot ungraded elementary schools. By providing comprehensive services, the *Small Schools Project* facilitates the changes in attitude on the part of teachers and administrators which ultimately are necessary to successful individualization.



# Reflections of a State Coordinator

By Dr. Roger Richards, Connecticut State Department of Education

Pervasive rigidities persist in education even though change has made some inroads. For example, the length of the school year has been the same for the past 50 years. Similarly, with few exceptions, the length of courses of study and the duration of classroom periods are quite uniform the country over. Despite some promising examples of developmental and nongraded grouping, chronological age and grade levels are still the order of the day. The customary roles of teacher and pupil have gone largely unexamined. And, granted a few innovations here and there, the interactions between school administrators and teachers are rooted in traditionally stratified management-labor concepts. Finally, while we educators continue to espouse the needs of the individual learner, we provide really very few options in the learning process, considering the diversity of our clientele.

It's not that we are unaware that change in these areas is needed. Perhaps our major shortcoming has been and continues to be our limited efforts at solution. Leadership is needed at all levels of education, but state leadership may be the essential catalyst. What must a state department of education do to encourage institutional reform? It seems to me that there are two aspects in answer to this question. First, a state department of education must adopt and internalize certain convictions. Second, it must engage in certain related actions.

To encourage institutional reform, a state department of education should exhibit the following convictions:

1. A resolve that systemic changes in local education are needed. In reaching this resolve, we must abandon our usual preoccupation with piecemeal, isolated modifications.
2. A resistance to "fad psychology." We should neither over-respond to current shibboleths nor passively await the latest research findings. As professionals, we have already defined the core problems and we should concentrate on known but infrequently applied approaches.
3. Acceptance of the reality that promoting real change is less comfortable and popular than supporting the status quo. State educational agencies must be willing to take stands and to advocate positions. Having done so, they must have the confidence and fortitude necessary to withstand criticism and to be a party to controversy.

To encourage institutional reform, a state department of education should take the following actions:

1. Review statutory directives and restrictions in the light of current trends and needs.
2. Where consistent with the educational interests of the state, build flexibility into those education statutes and regulations which directly affect local education. Sometimes local schools are discouraged from change by the very statutes we implement, such as the legal definition of the school day and year, diploma requirements, and teacher certification provisions.
3. Foster innovation of a systemic nature at the local level. Beyond the legislative initiatives suggested, a state educational agency must interact with local education agencies in other crucial ways, including consultation, persuasion, financial aid, and supportive follow-up. Title III experience with innovation indicates that all of these ingredients are essential.
4. Evaluate changes thoroughly and objectively. In concert with local school systems, a state department of education must take an active part in the design and execution of sound evaluation of new ventures. Only by examining results can it give sound leadership in proposing proven alternatives.

Identify promising practices. Once a significant institutional modification has been initiated and

proven at the local level, it is a primary obligation of the state education agency to spread the good word. Effective dissemination must go beyond publication and conferences and provide on-site experiences of adequate duration and depth.

## Title III's Contribution

Over the past six years, most state departments of education have been greatly strengthened in their innovative efforts through the thrust of Title III of the Elementary and Secondary Education Act. This federal aid program has been the vehicle to build the convictions and to facilitate the actions essential to institutional reform.

Perhaps a little specific state history will provide tangible examples. In Connecticut, the first years of state department Title III effort were admittedly directed at obvious, and sometimes pedestrian, project activities. We had our share of curriculum materials projects, audio-visual services, after-hours teacher training, and multi-district educational service centers. Perhaps we took too literally the title, "Supplementary Centers and Services."

Three years ago, we began to shift our emphasis in state directions for Title III. We restated the thrusts desirable in potential Title III projects in order to focus more on the relationships and structures inherent in the educational system. Of the six educational concerns which we established for Title III attention, the following are illustrative:

1. Revitalizing the educational process (individualization of learning, creative approaches to guidance and special education, stimulation of pupil potential and self-direction);
2. Restructuring institutional arrangements and practices (teacher and administrator roles, age levels and grouping of pupils, learning space and time, options);
3. Educating in ways of making the societal system work better (the rights and responsibilities of individuals and society, processes of reform, participatory democracy);

Increasingly, we have encouraged and funded projects which address themselves to these concerns. For example, an urban school system has engaged its community in rethinking the total educational program, and one result of this self-examination has been a new approach to secondary education. The alternative high school which has emerged provides more personalized and diverse learning experiences, but it also requires a different kind of teacher, and some of these teachers do not have certifiable credentials. With encouragement from the state department of education, the Connecticut General Assembly passed legislation which waives certain certification requirements in innovative programs, thus enabling this alternative school and others like it to engage appropriate staff.

Another Title III project has created a unique consortium of private schools committed to serving disadvantaged pupils in two urban public school systems. A combination of on-campus summer study and regular-year follow-up in the public schools is provided for 800 pupils. Particular state department of education supportive action has taken the form of using both Title III and Title I grant funds and securing passage of a specific state legislative act to provide additional and dependable financial support.

To bring about significant change in institutional arrangements and functions is perhaps the most challenging and difficult task to be faced in education in this decade. Title III projects such as those described in this publication are the major movements currently under way in the direction of such change.



# ESEA Title III Projects

## ALABAMA

**Educational Planning for an Instructional Complex (EPIC)**, Dr. Roland Terrell, Post Office Drawer 10007, Birmingham, Alabama 35202

**The Four R's A Strategy for Self Directed Learning**, Dr. Lanny Gamble, Post Office Box 887, Cullman, Alabama 35202

**Solution to Educational Problems**, Mr. Don Morton, Room 109, Courthouse, Gadsden, Alabama 35901

**Talents Unlimited**, Dr. Carol Schlichter, Post Office Box 1327, Mobile, Alabama 36601

**PEGASUS: Personalized Educational Growth and Achievement Selective Utilization of Staff**, Dr. Marie Sinclair, 1100 21st Street, East Northington Campus, Tuscaloosa, Alabama 35401

## ARKANSAS

**Schools in The Middle, The Development and Implementation of a Model Middle School Curriculum**, Mr. E. S. Jennings, Stuttgart School District, Post Office Box 928, Stuttgart, Arkansas 72160

**Parent Education Research Center**, Mr. Joe Mathias, Rogers School District, 220 South 5th Street, Rogers, Arkansas 72756

**Planning, Programming, Budgeting System In Practice—Language Arts**, Mr. John McCuin, Batesville School District, 507 Seventh Street, Batesville, Arkansas 72501

**Project VAN—Vocational Action Network, Sharing Vocational Education Services Among Four Small School Districts**, Mr. Robert C. Ehren, Paris School District, Paris, Arkansas 72855

## CALIFORNIA

**Innovative Solution to Drug Misuse**, Dr. Marvin Bensley, Coronado Unified School District, 706 Sixth Street, Coronado, California 92118

**Cross-Age Teaching**, Mr. David Sherertz, Ontario-Montclair School District, P.O. Box 313, Ontario, California 91761

**Packaged Shelf-Instruction Programs**, Mrs. Arlys Loew, 2501 Cypress Avenue, Eureka, California 95501

**California Teacher Development In Systems of Individualized Instruction**, Mr. Clyde Voorhees, Freemont United School District, 40775 Fremont Boulevard, Fremont, California 94538

**Language Development Through Animal Utilization**, Mr. Jerry Lamb, San Diego Unified School District, 4100 Normal Street, San Diego, California 92130

**Educational Goals and Objectives**, Dr. B. Keith Rose, Northern California Development Center, California State University, Chico, Chico, California 95926

**Planning Solutions to Urban Educational Problems**, Mr. Leon Washington, Oakland Unified School District, 1025 Second Avenue, Oakland, California 94606

**Environmental Approach to Investigations and Inquiry in Science**, Mr. Leon Hunter, Barstow Unified School District, 551 South H Street, Barstow, California 92311

**Project STRIVE**, Mr. Anthony Lanfri, Santa Clara Unified School District, P.O. Box 397, Santa Clara, California 95052

**Environment to Encourage Creativity in Learning**, Mr. Ivy Beau-beouf, Cajon Valley Union School District, P.O. Box 1129, El Cajon, California 92022

**Project Breakthrough**, Mr. Lanny Berry, Tamalpais Union High School District, Larkspur, California 94939

**Supplementary Education for Indians in Rural and Reservation Areas**, Mr. Daniel Bomberry, P.O. Box 1648, Bishop, California 93514

## COLORADO

**Development of a Conceptual Model of an Open Living School**, Mr. Franklin Wood, 809 Quail Street, Lakewood, Colorado 80215

**Project Systems**, Mr. Jack Knight, Thornton Elementary, 900 Eppinger Boulevard, Denver, Colorado 80221

**Implementation and Evaluation of Concept 6 Year-Round School Plan**, Mr. Lewis Reimer, Russell Junior High School, 3825 East Montebello Drive, Colorado Springs, Colorado 80907

**K-12 Year-Round School Feasibility Study (45/15 Plan)**, Mr. Richard P. Koeppe, Cherry Creek School District 5, 4700 South Yosemite Street, Englewood, Colorado 80110

**Variable College Scheduling**, Mr. Norbert Schuerman, Arapahoe High School, 2201 Dry Creek Road, Littleton, Colorado 80121

**Individualized Instruction**, Mr. Orlan Cox, Golden High School, 701 West 24th, Golden, Colorado

## CONNECTICUT

**S.P.H.E.R.E.**, Mr. David Kern, 49 Vine Street, Hartford, Connecticut 06112

**Organization of Community and School Staff for Restructuring the School System**, Mr. Fred Rossomando, 200 Orange Street, New Haven, Connecticut 06510

**Creativity in the Classroom**, Miss Joan Avitabile, Strong School, 69 Grand Avenue, New Haven, Connecticut 06513

**Three—R**, Mr. George Bondra, Cooperative Services Center, East Granby, Connecticut 06026

**School With a School**, Mr. Vincent Loffredo, Middletown High School, 251 Court Street, Middletown, Connecticut 06457

**A Model Program**, Mr. Robert Hale, Branford Intermediate School, Branford, Connecticut 06405

**S.H.I.P.**, Mrs. Louise Wickware, Thompson Memorial School, North Grosvenedale, Connecticut 06255

**Alternate Center for Education**, Mr. Richard Woodeard, University Hall, University of Hartford, 200 Bloomfield Avenue, West Hartford, Connecticut 06119

**Education Center for the Arts**, Mr. Peter Young, A.C.E.S., Village Street School, Village Street, North Haven, Connecticut 06473

**Developmental Resource Center**, Mrs. Gwynette Caruthers, Board of Education, 29 Main Street, Cheshire, Connecticut 06410

## DISTRICT OF COLUMBIA

**Training Center for Open Space Schools**, Mrs. Marion M. Simons, 415 - 12th Street, N.W., Washington, D.C. 20004

## FLORIDA

**Cooperatively Involved Resources for Children in Low-Income Environments**, Mrs. Mary Virginia Fearnside, Woodland Day Care Center, 1900 S.E. 4th Street, Gainesville, Florida 32601

**Brevard Inservice Teaching Center**, Dr. Vern Roushell, 705 Avocado Avenue, Cocoa, Florida 32922

**Individually Prescribed Instructional Support Program**, Mr. Bill Burch, 6221 N.W. 29th Avenue, Miami, Florida 33147

**School Volunteer Program**, Dr. Audrey Jackson, 1410 N.E. Second Avenue, Miami, Florida 33132

**Pupil Personnel Services Demonstration Project**, Dr. Ralph Bailey, All Childrens Hospital, 801 Sixth Street, South, St. Petersburg, Florida

**Planning for a Pre-Technical Curriculum**, Mr. Bill Baker, 1450 Flagler Avenue, Jacksonville, Florida 32207

## GEORGIA

**Mountain School Project**, Mrs. Ellen Marie Moore, 1306 Lula Lake Road, Lookout Mountain, Georgia 37350

**Project Success Environment**, Mr. Marion Thompson, Atlanta Public Schools, Suite 201-210 Pryor Street, Atlanta, Georgia 30303

## ILLINOIS

**Education by Choice**, Dr. Brandy Crocker, 1400 Maine Street, Quincy, Illinois 62301

**SIMU**, Dr. Joseph Hannon, 228 North LaSalle Street, Chicago, Illinois 60601

**Demonstration of a Total School District (10,000 pupils, K-12) Operating Under a 45-15 All-Year Schedule**, Mr. James Gove, Parkview School, Dalhart Avenue, Lockport, Illinois 60441

**A Holistic Milieu Approach to High Risk Students**, Mr. Richard James, 1200 South 9th Street, Mattoon, Illinois 61938

**Model School**, Mr. Thomas Dahlfors, 4 South Gifford Street, Elgin, Illinois 60120

**Individualized Instruction Technique for Teachers**, Mrs. Margaret Nienstedt, 875 Canterbury Drive, Crystal Lake, Illinois 60014

**Area High School Prep Centers**, Ms. Virginia Giles, 228 North LaSalle Street, Chicago, Illinois 60601

## INDIANA

**Insight Unlimited**, Mr. Fred Glancy, Jr., Delaware Community Schools, 3821 Beechwood Avenue, Muncie, Indiana 47304

**Behavior Management Project**, Dr. Edward McDonald, School Town of Highland, 9145 Kennedy Avenue, Highland, Indiana 46322

**Performance as a Basis for Credit**, Mr. Kenneth Springer, East Allen County Schools, 14600 Amstutz Road, Grabill, Indiana 46741

**Independent Study Within the Framework of a Traditional Schedule**, Mr. R. Dale Jackson, Plainfield Community School Corporation, 709 Stafford Road, Plainfield, Indiana 46168

**Individualized Elementary Education**, Mr. Robert L. Krall, Greater Clark County Schools, 2710 Highway 62, Jeffersonville, Indiana 47130

**Project Launching Pad**, Ms. Irie Horrall, North Gibson School Corporation, Princeton High School, Princeton, Indiana 47670

**Mobile Classrooms**, Dr. Carrie Dawson, Gary Community School Corporation, 620 East 10th Place, Gary, Indiana 46402

**Parent Counseling for Exceptional Children**, Mr. Walter Rogers, Garnett Achievement Center, 2131 Jackson Street, Gary, Indiana 46402

**Pupil Accounting System**, Dr. Donald E. Sell, Fort Wayne Community Schools, 1230 South Clinton Street, Fort Wayne, Indiana 46802

**Management by Objectives**, Ms. Julie Bauer, East Allen County Schools, 1240 U.S. 30 East, New Haven, Indiana 46774

**Project to Develop Efficient Patterns of Learning Management**, Mr. Harlan Stuckwisch, Madison Community Schools, P.O. Box 445, Madison, Indiana 47250

## IOWA

**Satellite Library Media Centers (Extending Library Services through Para-Professionals)**, Miss Marie Haley, Sioux City Community Schools, 1221 Pierce Street, Sioux City, Iowa 51105

**Cooperative Network of In-Service Resources**, Mrs. Mary Travillian, Marshall-Poweshiek Joint County Schools, 9 Westwood Drive, Marshalltown, Iowa 50158

**A Multi-School Cooperative Evaluation Project Among Small, Rural Schools**, Mr. Irving Larson, Buffalo Center Community Schools, Buffalo Center, Iowa 50424

**Individualizing a Trimester Core Program**, Mr. Gene Fokken, Ayrshire Consolidated Schools, Box 264, Ayrshire, Iowa 50515

## KENTUCKY

**Project RISE: Regional Innovations and Services for Education**, Miss Juanita Jones, P.O. Box 1137, 10th and Clark Streets, Paducah, Kentucky 42001

**Comprehensive Curriculum and Staff Development**, Mr. Jack Neel, Suite 427, College of Education, Western Kentucky University, Bowling Green, Kentucky 42101

**Re-Education for Emotionally Disturbed Children**, Mr. Don Alwes, 8711 LaGrange Road, Louisville, Kentucky 40222

**Learning Center for Diagnostic Instruction**, Mr. Edward Ball, 80002 Alexandria Pike, Alexandria, Kentucky 41001

**Individualized Instruction Project**, Dr. Sam Sears, 400 Lafayette Parkway, Lexington, Kentucky 40503

**PEECE: Project for Environmental and Early Childhood Education**, Mr. George A. Cordell, Tradewind Center, Somerset, Kentucky 42501

**Curriculum and Staff Development and Supplementary Educational Services**, Mr. Fowler Jeffries, 601 Begley Building, Eastern Kentucky University, Richmond, Kentucky 40475

**Educational Management Research Information Systems**, Mr. Edwin Jones, 925 Winchester Avenue, Ashland, Kentucky 41101

## LOUISIANA

**Communications Skills Project**, Southwest Educational Development Laboratory, 5880 Florida Blvd., Baton Rouge, Louisiana 70806

## MAINE

**Project L.E.A.P.**, Mr. Robert Jones, City Hall Annex, Waterville, Maine 04901

**Cooperative Teacher Education Program**, Mr. Leo Martin, Park Street School, Kennebunk, Maine 04043

**Career Education**, Mr. Linwood Allen, Oxford High School, So. Paris, Maine 04281

**Community Involvement in Educational Change**, Mr. Wayne Settle, SAD #75, Elm Street, Topsham, Maine 04086

**Individualized Learning and Responsibility Development**, Mr. David Day, SAD #3, Unity, Maine 04988

## MARYLAND

**An Innovative Approach to Decentralizing and Individualizing Pupil Services: A Model for Decentralizing a Large County School System**, Dr. Annabelle E. Ferguson, Prince George's County Public Schools, Upper Marlboro, Maryland 20870

## MASSACHUSETTS

**Program and Staff Development in the Home Base School**, Mr. John Sakala, Ms. Margaret McNeil, Home Base School, 465 Mt. Auburn St., Watertown, Massachusetts 02172

**Project Adventure**, Mr. Robert R. Lentz, 775 Bay Road, Hamilton, Massachusetts 01936

## MICHIGAN

**Increased Pupil Competency Through Staff Differentiation**, Mr. Lloyd McPherson, Lansing School District, 519 W. Kalamazoo Street, Lansing, Michigan 48933

**Extended School Year**, Dr. Robert Docking, East Lansing, Haslett, Okemos, 509 Burcham, East Lansing, Michigan 48823

**Extended School Year**, Ms. Florence Panattoni, Northville School District, 303 West Main Street, Northville, Michigan 48167

**Open Concept School for Indian Education**, Mr. Johann F. Ingold, Sault Ste. Marie Area Public Schools, 408 East Spruce Street, Sault Ste. Marie, Michigan 49783

## MINNESOTA

**Willard Increasing Pride on the Go (WIPOG)**, Mr. Jules Beck, Willard School, 1615 Queen Avenue North, Minneapolis, Minnesota 55411

**Environmental Learning Center**, Mr. John Pichotta, P.O. Box 191-A, Camp Isabella (Grand Marais), Minnesota 55607

**Project Restructure**, Mr. Claude Sheldon, P.O. Box 127, Kennedy, Minnesota 56733

**45-15 Day Elementary School Schedule**, Mr. Richard Smith, 400 East Maple, Mora, Minnesota 55051

**St. Paul Open School**, Dr. Wayne Jennings, 1885 University Avenue, St. Paul, Minnesota 55104

**New Roles in Education**, Mr. Richard T. Hegre, Staples Elementary School, North Fourth Street, Staples, Minnesota 56479

## MISSISSIPPI

**OPERATION CARE: Career and Related Education**, Mrs. Helen Brame, Bay Springs Junior High School, West Jasper County School District, Bay Springs, Mississippi 39422

**Individualized Instruction in the Junior High School**, Mr. E. E. Caston, Hattiesburg Municipal Separate School District, 846 Main Street, Hattiesburg, Mississippi 39401

## MISSOURI

**Facilitating Learning Through Systems Modification**, Dr. Dallas F. Albers, 205 Caruthers Avenue, Cape Girardeau, Missouri 65201

**Year Round Inservice In Action**, Mr. Charles Hensley, Route 2, St. Charles, Missouri 63301

## MONTANA

**4 for 2—A Transition**, Mr. Ward Fifield, Nashua Public Schools, Nashua, Montana 59248

**Organizational Self-Renewal in a Rural School District**, Dr. Jack Kreitinger, Three Forks Public Schools, Three Forks, Montana 59752

## NEBRASKA

**Model Guidance Project**, Mr. Donald Hansen, Bellevue Public Schools, Box 458, Bellevue, Nebraska 68005

**Project EMPATHY**, Mrs. Mabel Goodwin, Omaha Public Schools, 3902 Davenport Street, Omaha, Nebraska 68131

**Learning Accountability Project**, Dr. Craig Fullerton, Omaha Public Schools, 3902 Davenport Street, Omaha, Nebraska 68131

**Learning Community School**, Mr. Jim Huge, Lincoln Public Schools, 720 South 22nd Street, Lincoln, Nebraska 68501

**Twelve-Months School**, Dr. Stanley Wilcox, 130 West 1st Street, Papillion, Nebraska 68046

## NEVADA

**Project Learn**, Mr. Dennis Ortwein, Clark County School District, 2832 E. Flamingo Road, Las Vegas, Nevada 89109

## NEW JERSEY

**Interning for Learning**, Mr. Harry Brown, Dennis Township, Dennisville, New Jersey 08830

**MOPPET: Media Oriented Program Promoting Exploration in Teaching a K-6 Humanities Program**, Mr. Alfred Kohler, School #18, Woodbridge Public Schools, Indiana Avenue, Iselin, New Jersey 08830

**Open Classroom**, Dr. Thelma Newman, Wayne Public Schools, P.O. Box 1110, Wayne, New Jersey 07470

**Project LEM: Learning Experience Module**, Mrs. Eleanor Russo, Hackensack Public Schools, 355 State Street, Hackensack, New Jersey 07601

**Developing a Student-oriented Senior Elective Program**, Mr. Newton Beron, Rumson-Fair Haven Regional High School, Ridge Road, Rumson, New Jersey 07760

**Extended School Year**, Mr. Donald A. Watts, Northern Valley Regional High School, Closter Plaza, Closter, New Jersey 07674

**Differential Data Based Educational Programming for Teachers and Students**, Ms. Barbara Pentre and Ms. Hilde Weisert, Northern Highlands Regional High School, Hillside Avenue, Allendale, New Jersey 07401

**New Careers in Education**, Dr. Anthony Conte, East Windsor, Office of Program Development, 1000 Spruce Street, Trenton, New Jersey 08638

**Project CYCLE**, Mr. Harry Selover, Newton Board of Education, 57 Trinity Street, Newton, New Jersey 07860

**Systems Approach to District Wide School Improvement**, Mr. Roger Nathan, Woodstown-Pilesgrove Regional High School, 4 West Avenue, Woodstown, New Jersey 08098

**WALLPAC: Wall Township Program Planning and Evaluation Package**, Mr. Harry W. Baldwin, Wall Township Board of Education, P.O. Box 1199, Wall, New Jersey 07719

**Parents as Partners**, Ms. Dorothy R. Wilson, Kingsway Regional Area, Mt. Royal School, Mt. Royal, New Jersey 08061

**School-Community Communications (SCC) Model**, Mr. John T. Whiting, Chatham Township Schools, 231 Lafayette Avenue, Chatham, New Jersey 07928

**Training Parent Councils in Education Decision Making**, Mrs. Kathryn Brown, East Orange Board of Education, 21 Winans Street, East Orange, New Jersey 07017

## NEW MEXICO

**Armijo Bilingual Demonstration Teacher Training Center**, Mr. Henry Trujillo, P.O. Box Drawer J, North Gonzales Street, Las Vegas, New Mexico 87701

**Freedom High School**, Mrs. Esther Shumaker, 724 Maple, S.E., Albuquerque, New Mexico 87106

**Individualizing Instruction Using Student Tutors**, Mr. Gerry D. Washburn, P.O. Box 75, Floyd, New Mexico 88118

## NEW YORK

**Street Academy**, Mr. Robert Peterkin, 224 North Pearl Street, Albany, New York 12201

**Utilization of Human Resources for the Purpose of Individualizing Instruction**, Dr. Therese A. Levesque, 10 Western Highway, Orangeburg, New York 10962

**A New Focus on Elementary Education**, Mr. Byron E. Unsworth, 234 South Street Road, Auburn, New York 13201

**City College Advisory Service Workshop Center for Open Education**, Dr. Lillian Weber, Room 214 Klapper Hall, 136th Street and Convent Avenue, New York, New York 10031

**Improving Cost Effectiveness In Instruction Through Technology**, Mr. Jack Tanzman, 125 Jericho Turnpike, Jericho, New York 11753

**Project Rural BOCES Academic Advancement**, Mr. Brian P. Ewing, Room 31B, Fonda Fultonville Middle School, Cemetery Street, Fonda, New York 12068

**Block School**, Miss Carol Harris, 1062 Winthrop Street, Brooklyn, New York 11212

**The Oxford Attempt**, Mr. Fred Hall, Fort Hill Park, Oxford, New York 13830

**School Based Planning for Effective District Management**, Mrs. Helen T. Flynn, P.S. 174, 456 White Plains Road, Bronx, New York 10473

**Project Redesign—Greece**, Mr. Donn Wilshaw, Greece Central School District #1, P.O. Box 7197, North Greece, New York 14515

**Project Redesign—Watertown**, 6 Public Square, Watertown, New York

**Project Redesign—New York City**, Mr. Jose Rodriguez, District #7, 501 Courtland Avenue, Bronx, New York 10451

**Project Redesign—Cassadaga Valley**, Mr. Frederick L. Wilson, Jr., Cassadaga Valley Central School, Sinclairville, New York 14782

**Project Redesign—BOCES**, Ms. Babette Frisbie, Hamilton-Fulton-Montgomery BOCES, P.O. Box 665, Johnstown, New York 12095

**Voluntary Open Enrollment for Improvement of Intercultural Understanding in the Metropolitan City School District Area**, Mr. Norman N. Gross, Room 405, 13 S. Fitzhugh Street, Rochester, New York 14614

**Staff and Community Development Program for Planning a K-12 Education Park**, Mr. Anton J. Klein, School District #11, 71 Metropolitan Oval, New York, New York 10462

## **NORTH CAROLINA**

**Year-Round School**, Miss Julia Capps, Buncombe County Schools, P.O. Box 7557, Asheville, North Carolina 28807

**Differentiated Staffing**, Mrs. Shirley Babcock, Carteret County Schools, Drawer 29, Beaufort, North Carolina 28516

**Differentiated Staffing**, Mr. George James, Haverlock Junior High School, P.O. Box 156, Havelock, North Carolina 28532

**Differentiated Staffing to Personalize Instruction**, Mr. Jimmy Brock, Moore County Schools, Carthage, North Carolina 28327

**Individualized Instruction Through Differentiated Staffing**, Mr. David Long, 710 Greenhill Road, Mount Airy, North Carolina 27030

**Differentiated Staffing**, Mr. Ronald Hardman, Union County Board of Education, P.O. Box 499, Monroe, North Carolina 28110

**Differentiated Staffing: A Vehicle for Individualized Instruction**, Mr. Sam Keel, East High School, Ronda, North Carolina 28621

## **NORTH DAKOTA**

**Human Awareness Through Self Enhancing Education**, Mr. Dan O'Shea, Ben Franklin School, 1116 South 20th Street, Grand Forks, North Dakota 58201

**Early Identification of Learner Needs**, Mr. Arden E. Butts, Ward County Courthouse, Minot, North Dakota 58701

**Measurable Extensions to Reading**, Mr. Rollie Morud, 207 West Main, West Fargo, North Dakota 58078

## **OHIO**

**Project ORBIT**, Mr. Harbison Pool, 65 North Pleasant Street, Oberlin, Ohio 44074

## **OKLAHOMA**

**A Developmental Approach To Psycho-Motor Transfer**, Mr. Don Friesen, Fairview Public Schools, Fairview, Oklahoma 73737

**Project STAY School To Aid Youth**, Mr. Thomas D. Butler, Moore Public Schools, 400 North Broadway, Administration Bldg., Moore, Oklahoma 73060

**Interblock**, Ms. Nancy O'Brien, Norman Public Schools, Norman, Oklahoma 73069

**Differentiated Curriculum and Staffing in Elementary and Junior High Schools**, Dr. Jack Griffin, Tulsa Public Schools, P.O. Box 45208, Tulsa, Oklahoma 74145

## **OREGON**

**Performance Curriculum for Meeting Learning Problems (FOCUS)**, Mr. Bill Olsen, Madison High School, 2735 N.E. 82nd, Portland, Oregon 97220

**Parents as Partners in Entry-Level Psycho-Educational Process**, Ms. Lucille F. Bailey, Rockwood School District, 740 S.E. 182nd, Portland, Oregon 97223

**Institutionalizing Innovations in Oregon Small Schools**, Mr. Don Miller, 942 Lancaster Drive N.E., Salem, Oregon 97310

**Senior Aide Volunteer Educators (SAVE)**, Mr. Bill Bieker, Tigard School District, 13137 S.W. Pacific Highway, Tigard, Oregon 97223

**Occupational Education for the Non-College Bound Student**, Mr. Sam Banner, Malheur County IED, P.O. Box 156, Vale, Oregon 97918

## **PENNSYLVANIA**

**Open Education Staff-Student Development**, Mr. Nelson Weber, Upper Parkiomen School District, 1 Walt Road, Pennsbury, Pennsylvania 18073

**Open Space Utilizing Traditional Building**, Manheim Central School District, Hershey and Adele Avenue, Manheim, Pennsylvania 17545

**Curriculum Analysis & Design for Open Space**, Dr. Henry Gatski, Northumberland Street, Danville, Pennsylvania 17821

**Student Library Resources Project**, Mr. Jack Benford, Park Towne South, Philadelphia, Pennsylvania 19130

**Alternative Schools Project**, Ms. Geisha Berkowitz, c/o Radnor School District, South Wayne Avenue, Wayne, Pennsylvania 19087

**Disseminating the Free Learning Environment**, Ms. June Delano, Pittsburgh Board of Public Education, 341 S. Bellefield Avenue, Pittsburgh, Pennsylvania 15213

## **RHODE ISLAND**

**Alternate Learning Project**, Mr. Lawrence Paros, 180 Pine Street, Providence, Rhode Island 02903

## **SOUTH CAROLINA**

**Walk-In School**, Dr. William Howell, 1716 Williams Street, Columbia, South Carolina 29201

## **SOUTH DAKOTA**

**Model Demonstration School**, Mrs. Charollene Coates, Douglas Independent School District #3, Ellsworth Air Force Base, South Dakota 57730

## **TENNESSEE**

**Center for In-Service Education**, Mr. Peter H. Cohan, 156 Adams Lane, Oak Ridge, Tennessee 37830

**Cooperative Leadership for Urban Education (CLUE)**, Mr. Robert G. Neil, 2601 Bransford Avenue, Nashville, Tennessee 37204

## **VERMONT**

**Alternative Continuous Progress High School**, Mr. William H. Timbers, 187 North Main Street, Rutland, Vermont 05701

**Experimental Program in Curriculum (EPIC)**, Mr. George Cohan, Springfield High School, 303 South Street, Springfield, Vermont 05156

**Learning In Flexible Environments (LIFE)**, Mr. Theodore Whalen, P.O. Box 127, Shelburne, Vermont 05482

## **VIRGINIA**

**Project PLACE**, Mr. Edwin L. Warehime, 10th and Court Street, Lynchburg, Virginia 24502

## **WASHINGTON**

**Developing a Performance Based Instructional Program**, Mr. Michael Poitras, Aberdeen School District, 216 North G Street, Aberdeen, Washington 98520



**Project Turn-About**, Dr. Arthur Hoisington, Garfield Elementary, 23rd and Pine, Everett, Washington 98201

**Curricular Analysis for Individualizing Instruction**, Ms. Pat Gill, Olympia School District, 1113 East Legion Way, Olympia, Washington 98501

**Oroville Teacher Training and Curriculum Review**, Russell C. Neff, Oroville School District, Box 100, Oroville, Washington 98844

**Significant Organizational Change Carried Out (SOCCO)**, Mrs. Margaret Tully, Hambleton Elementary School, South 40005 Napa Street, Spokane, Washington 99203

**A Proposal to Develop a K-12 Learning Management System**, Dr. Richard Manion, Bremerton School District, Burwell and Montgomery, Bremerton, Washington 98310

#### **WISCONSIN**

**Staff Development Project in Creativity**, Mr. Ed Guziewski, Oregon Middle School, 300 Soden Drive, Oregon, Wisconsin 53575

**Continuing Education and Supportive Comprehensive Services to School Age Mothers**, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, Wisconsin 53201

**NEENAH Project—Necessary Education Evolvement Toward New Approaches for Humane Programs Researched, Observed, Justified, and Evaluated by Community Working Together**. Mr. Stephen Udvari, Armstrong High School, 1275 Tullar Road, Neenah, Wisconsin 54956

**Wisconsin Consortium for Individualized Learning**, Mr. Gerald Whitehouse, 100 North Jefferson Street, Green Bay, Wisconsin 54301

#### **WYOMING**

**Personalizing Learning Opportunities**, Mr. Louis Kraus, School District No. 38, Arapahoe, Wyoming 82510

**Reinforcing Personalized Instruction**, Mr. Paul Novak, 436 East 22nd Avenue, Torrington, Wyoming 82240

**Pilot Program for the Implementation of an Accountability System**, Mr. Alfred W. Koch, Third and Buffalo Streets, Rawlins, Wyoming 82301

#### **PUERTO RICO**

**In Service Training for Teachers of Natural Sciences**, Mr. Jesús Vega Martínez, Humacao, Puerto Rico

#### **TRUST TERRITORY**

**Rota Bilingual Learning Project**, Miss Carole Mihalko, Songsong Village, Rota, Mariana Islands 96951

**Project PACIFIC**, Ms. Mary C. Foster, Headquarters Department of Education, Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950